West Virginia Wesleyan College Catalog 1978-1980

Buckhannon, WV 26201
Phone (304) 473-7011
Admissions (304) 473-8510

Catalog 1978-80

NOTICE OF NON-DISCRIMINATORY POLICY

West Virginia Wesleyan College, a private educational institution, admits students of any race, color, sex, handicap, creed, religion, and national or ethnic origin to all of the rights, privileges, programs and activities generally accorded or made available to students at the College. West Virginia Wesleyan College does not discriminate on the basis of race, color, sex, handicap, creed, religion and national or ethnic origin in the administration of its educational programs, admissions policies, scholarship and loan programs, athletics, co-curricular activities or other College administered programs.

The *West Virginia Wesleyan Catalog* is published bi-annually by West Virginia Wesleyan College, Buckhannon, West Virginia 26201. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation and other regulations, at any time such changes are considered to be desirable or necessary.

Contents

College Calendar 1978-80	4
Wesleyan: New Directions	7
Wesleyan: Your College	11
Admission	19
Expenses and Financial Aid	23
Student Life	31
Academic Program	41
Instructional Offerings	57
Register	123
Index	132

College Calendar

1978			
First Semester			
September	2	Saturday	Orientation for new students begins
	4-6	Mon.-Wed.	Registration; residence halls open for returning students
	7	Thursday	Classes convene
	13	Wednesday	Last day for schedule changes and late registration Deadline: P/F application
October	20	Friday	Incomplete grades from Spring Semester and Summer School due in Registrar's office
	20	Friday	Founders Day
	21	Saturday	Homecoming — Glenville State College
	25	Wednesday	Mid-term grades due in Registrar's office
November	6	Monday	Last day for withdrawing from classes
	13-16	Mon.-Thu.	Preregistration
	18	Saturday	Fall Break; residence halls close (12 noon)
	26	Sunday	Residence halls open (12 noon)
	27	Monday	Classes resume (8:00 a.m.)
December	14	Thursday	Reading Day - classes dismissed
	15-20	Fri.-Wed.	Final examinations Residence halls close (7:00 p.m.)
1979			
January Term			
January	7	Sunday	Residence halls open (12 noon)
	8	Monday	January term begins
	9	Tuesday	Last day for schedule changes and late registration Deadline: P/F application
	17	Wednesday	Last day for withdrawing from classes
	26	Friday	Final examinations
Second Semester			
January	30-31	Tue.-Wed.	Registration
February	1	Thursday	Classes convene
	7	Wednesday	Last day for schedule changes and late registration Deadline: P/F application
March	16	Friday	Incomplete grades from First Semester & January Term due in Registrar's office
	23	Friday	Mid-term grades due in Registrar's office
April	2	Monday	Last day for withdrawing from classes
	7	Saturday	Spring Break; residence halls close (12 noon)
	15	Sunday	Residence halls open (5:00 p.m.)
	17	Tuesday	Classes resume (8:00 a.m.)
	23-25	Mon.-Wed.	Preregistration
	26-29	Thu.-Sun.	Spring Weekend
May	12-17	Sat.-Thu.	Final examinations
	17	Thursday	Residence halls close for non-graduating students (7:00 p.m.)
	20	Sunday	Commencement
1979			
Summer School - First Term			(4 Week Courses)
May	21	Monday	Registration
	22	Tuesday	Classes convene
	23	Wednesday	Last day for schedule changes and late registration Deadline: P/F application
June	1	Friday	Last day for withdrawing from classes
	16	Saturday	Final examinations
Summer School - Second Term			(4 Week Courses)
June	18	Monday	Registration
	19	Tuesday	Classes convene
	20	Wednesday	Last day for schedule changes and late registration Deadline: P/F application
	29	Friday	Last day for withdrawing from classes

July	4	Wednesday	No classes - Holiday
	14	Saturday	Final examinations
Summer School - Third Term (4 Week Courses)			
July	16	Monday	Registration
	17	Tuesday	Classes convene
	18	Wednesday	Last day for schedule changes and late registration Deadline: P/F application
	27	Friday	Last day for withdrawing from classes
August	11	Saturday	Final examinations Residence halls close (7:00 p.m.)
1979			
First Semester			
September	1	Saturday	Orientation for new students begins
	3-5	Mon.-Wed.	Registration; residence halls open for returning students
	6	Thursday	Classes convene
	12	Wednesday	Last day for schedule changes and late registration Deadline: P/F application
October			Founders Day Homecoming
	19	Friday	Incomplete grades from Spring Semester & Summer School due in Registrar's office
	24	Wednesday	Mid-term grades due in Registrar's office
November	5	Monday	Last day for withdrawing from classes
	12-15	Mon.-Wed.	Preregistration
	17	Saturday	Fall Break; residence halls close (12 noon)
	25	Sunday	Residence halls open (12 noon)
	26	Monday	Classes resume (8:00 a.m.)
December	13	Thursday	Reading Day - Classes dismissed
	14-19	Fri.-Wed.	Final examinations Residence halls close (7:00 p.m.)
1980			
January Term			
January	13	Sunday	Residence halls open (12 noon)
	14	Monday	January Terms begins
	15	Tuesday	Last day for schedule changes and late registration Deadline: P/F application
	23	Wednesday	Last day for withdrawing from classes
February	1	Friday	Final examinations
Second Semester			
February	4-5	Mon.-Tue.	Registration
	6	Wednesday	Classes convene
	12	Tuesday	Last day for schedule changes and late registration Deadline: P/F application
March	19	Wednesday	Incomplete grades from Fall Semester & January Term due in Registrar's office
	28	Friday	Mid-term grades due in Registrar's office
	29	Saturday	Spring Break; residence halls close (12 noon)
April	6	Sunday	Residence halls open (5:00 p.m.)
	8	Tuesday	Classes resume (8:00 a.m.)
	14	Monday	Last day for withdrawing from classes
	23-25	Wed.-Fri.	Preregistration
May	1-4	Thu.-Sun.	Spring Weekend
	17-22	Sat.-Thu.	Final examinations
	22	Thursday	Residence halls close for non-graduating students (7:00 p.m.)
	25	Sunday	Commencement

1978-80

"A man can stretch his hand only to the length of his arm, but his intellect can span the vast reaches of space, time and being."

— Dr. Ernest Capstack, Jr. —
Professor of Chemistry

West Virginia Wesleyan has all the components of the "real" world: people with ambition and pride; systems to work within and change; problems to study and solve; strengths to define and enlarge; and a set of values that are constantly being tested and reinforced. It is a place of paradoxes and participation.

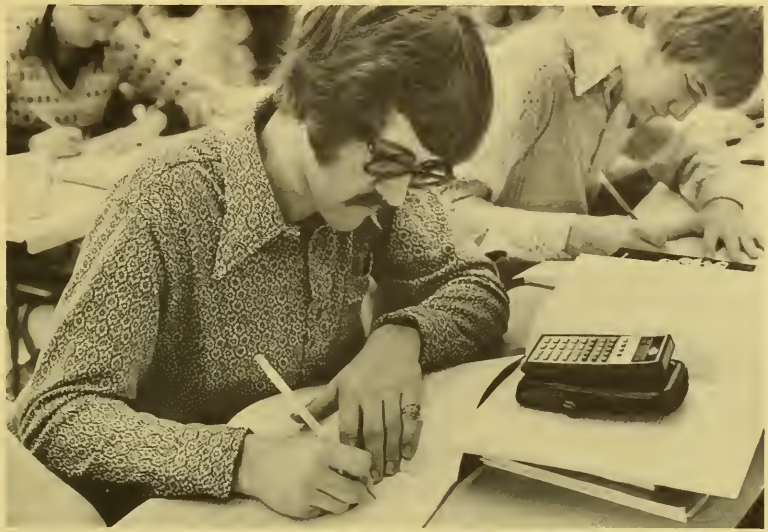
Wesleyan is a college which, more than most, cares for people. It respects the dignity of persons and views, invites inquiry into the meaning of life as a whole, and exhibits as visitors say "an uncommon friendliness." No one hovers over students, but a sense of real community prevails; people are conscious of each other here — faculty, students, and staff know each other, talk to each other, like each other. The stranger to Wesleyan is often amazed at the warmth of his welcome; friendliness is as much a part of the campus as the statue of John Wesley which marks its center.

Wesleyan: New Directions

Many small private colleges today are faced with gloomy futures caused by declining enrollment and financial problems. Wesleyan isn't one of them. Here there is a sense of confidence — enrollment is increasing, not decreasing. Because it is a private college and not state-supported, Wesleyan will never boast of exorbitant financial resources, but there are enough.

The Wesleyan faculty recently completed a revamping and updating of the academic program allowing students far more flexibility and responsibility in planning their years of learning. The College's programs are now even more responsive to the world's realities. There is more emphasis on internships, work-study programs, off-campus learning, individualized schedules, planned pre-professional and career preparation tracks, and independent study.

The administration has implemented and is pursuing a streamlined management program allowing the College to obtain optimal results from its resources and its people.



A decade of building has come full circle leaving the campus lined with stately Georgian columns and red-brick exteriors which mask 21st century interiors. The campus abounds in modern equipment and facilities. The beauty is still here, however, quiet and authoritative, a "picture-book campus," one of the most distinguished in the state.

West Virginia Wesleyan is a modern-day institution of higher learning constantly pursuing and resolutely achieving newer and greater goals. The College has a valiant heritage, but even more impressive it has an exciting present and a valid future.

What Is Wesleyan?

Statement of Mission

It is, sir, as I have said, a small college, and yet there are those who love it.

— Daniel Webster —

West Virginia Wesleyan College is an independent, church-related, four-year college located in the Allegheny Highlands of north central West Virginia in the foothills of the Appalachian Mountains. Since 1890 it has served the educational needs of persons from the immediate region of West Virginia, from Pennsylvania, the Eastern Seaboard states, and other parts of our nation and world.

West Virginia Wesleyan College seeks and maintains a close association with The United Methodist Church and, as such, assumes a responsibility for Christian value-centered learning that explores the basic presuppositions of all education. It is committed to a concern for persons and the issues that surround them in society and aware of the favored status of our nation, it accepts a responsibility for less fortunate peoples all over the world. The College and the Church each pursues its particular mission simultaneously and interdependently with the College affirming responsible participation in both the community of faith and the community of learning.

West Virginia Wesleyan College views itself as an academic institution encouraging both the liberal and applied arts. In the tradition of liberal arts colleges, the Wesleyan faculty and administration are committed to developing the breadth of learning which both frees and disciplines the mind, refines and humanizes judgment, and enriches personal life. In the context of contemporary higher education, Wesleyan seeks to provide programs that equip students to participate responsibly, productively, and knowledgeably in their society, particularly the interdependence of industrial society and developing regions.

As a creative microcosm of the human community amidst diversity of outlooks by students and faculty, the College strives to enact on its campus the quality of life which exemplifies education of the whole person in a framework of freedom with responsibility. This includes enhancing and reinforcing the potential of each person for service to all and fostering a society devoted to the sacredness of human life. In these aims

Wesleyan: Your College?

West Virginia Wesleyan joins hands with its many alumni throughout the world in an effort to promote loving, just, and responsible action in the vocations to which they are called.

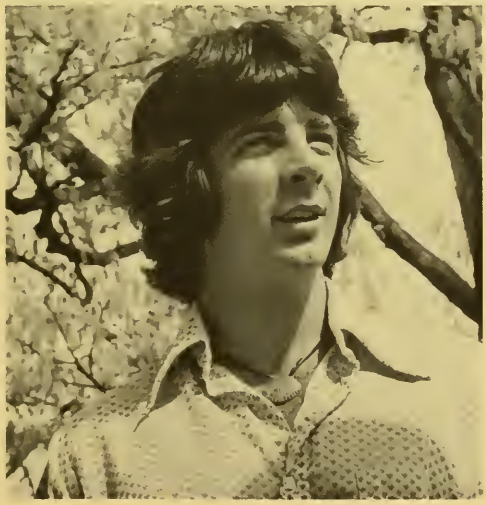
As a church-related institution of higher learning, the College seeks to demonstrate its endorsement of the basic tenets of stewardship. In this endeavor, it strives to remain responsible to its many alumni, donors, and students in the allocation of its resources so that maximum educational benefit can be achieved for the academic community and those who support its life by gifts and service.

It is with deep appreciation of the past, involvement in the present, and anticipation of the future that West Virginia Wesleyan College finds its mission articulated and made manifest. Loyalty to the best of the past, creativity in the face of a changing society, and responsibility to God and His creation remain key concepts which undergird Wesleyan's existence today and shape the nature of its life tomorrow.

What Can Wesleyan Do For You?

The College is concerned about you as a person and about the quality of life you will lead in the future. It stresses values of truth, beauty, and goodness in relation to attained knowledge and acquired learning. Wesleyan offers the very best in quality education so that its alumni can lead worthy lives in both their work and their leisure.

The aim of its liberal arts focus is to educate you to educate yourself, to learn *how to learn* throughout your life. No person can amass all the existing knowledge in any area today. A liberal arts approach, however, enables the student to become familiar with broad areas of knowledge and with the dominant themes, principles, and ideas important in our time. There is a concern for broad exposure and basic comprehensiveness at Wesleyan as well as room for self-discovery and self-awareness. The College is not unconcerned about career skills but believes that a sound liberal arts background enhances career goals.



The established objectives of a Wesleyan education include engendering and fostering:

- the ability and disposition to read the English language with understanding and to speak and write with economy and some elegance;
- the ability and disposition to think clearly, objectively, independently, and constructively;
- the ability and disposition to order one's life in such a fashion as to render good health in both body and mind;
- a broad orientation in the liberal arts, with some understanding and appreciation of the content and import of the main fields of learning and of the major problems of human life;
- sufficient concentration in some field, or fields, to constitute adequate preparation for graduate study or immediate entrance into some well-considered vocation;
- an understanding and appreciation of those questions of human commitments and values in the Christian faith;
- the ability and disposition to be a good citizen — to participate in, and to assume leadership in, socially constructive organizations and activities;
- and to develop human sensibilities to their utmost potential in each of the perceptive, expressive, cognitive, and involvement aspects of human nature.

What Learning Environment Does Wesleyan Provide?

Wesleyan's campus facilities are among the most comprehensive and modern in the state. Wesley Chapel, with its soaring steeple, sets the traditional Georgian architectural style which prevails on campus. Other buildings include the Benedum Campus Community Center, the Department of Nursing — Middleton Hall, and the John D. Rockefeller IV Physical Education and Athletic Complex, and Barnhart Memorial Student Health Center. All of these are modern, fully-equipped facilities and are described in greater detail elsewhere in this catalog.

Mention should be made here, however, of the Christopher Hall of Science where course work goes on in quantum physics, molecular biology, biochemistry, and other contemporary areas of science. Visitors always ask to see the building's planetarium and greenhouse facilities. The College's extensive computing facilities include a full-size PDP 11/34, an NCR Century 101 medium-size computer, and four mini and micro-computer systems. This diversity allows a broad range of capabilities including on-line administrative and academic computing, advanced research, and hands-on education.

The Lynch-Raine Administration Building, one of the older buildings on campus, boasts newly-installed wall-to-wall carpeting and modern lighting in its classrooms and offices. Haymond Hall, originally the Science Building, has received an outside face-lifting and an inside renovation transforming it into a modern, air-conditioned facility with classrooms, offices, a learning center, a fully-equipped audio-visual aids center, modern home economics laboratory, and a television studio.

Atkinson Auditorium is the Drama Department's laboratory and staging area. The Loar Memorial Building provides studios, classrooms, and practice rooms for the Department of Music.

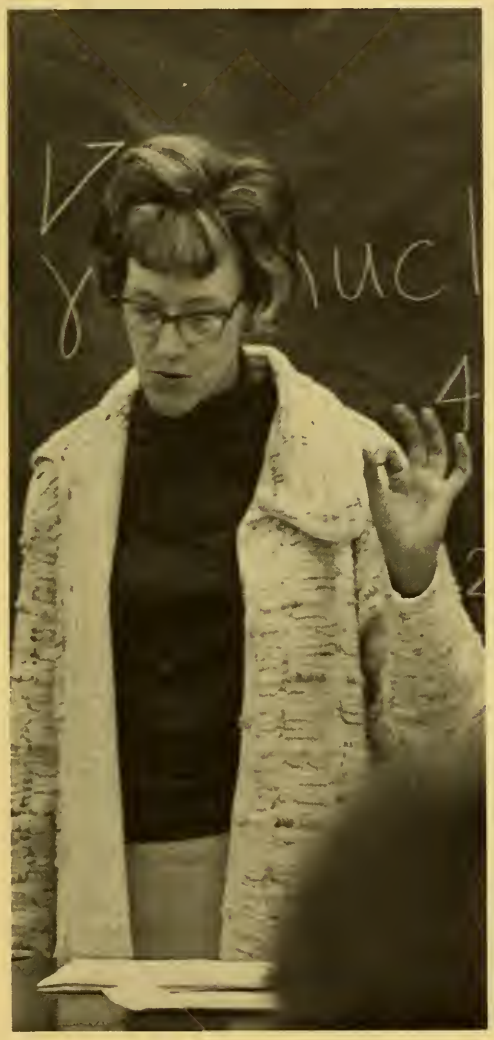
In all, some twenty-nine buildings are owned and operated by the College, including seven residence halls. The residence halls conform to the Georgian pattern with brick exteriors, archways, and wrought-iron trim.

Perhaps the most important facility is Pfeiffer Library. Carpeted, air-conditioned and climate-controlled, the library has 122,000 volumes and 670 periodicals. The library has an attractive 18th century facade; its interior, however, is designed for the future, with planned electronic carrels and wiring for coaxial cable television. Comfortable chairs, open stacks, meeting lounges, microfilm rooms, and study areas, combined with the personalized service offered by the staff, contribute to the library's learning environment.

The College is a member of a four-college consortium composed of Wesleyan and three nearby institutions of similar size. Sharing of facilities, equipment and programs has added immeasurably to the learning opportunities for students in all four colleges. Wesleyan is particularly proud of its leadership role in this mutually beneficial arrangement.

As stressed in the Student Life section, the learning environment at Wesleyan goes beyond the classroom experience to include all areas of campus life, the Buckhannon community, and many additional off-campus experiences and endeavors.

An emphasis on an individualized and flexible curriculum; a high degree of student participation in the decisions of the College through one of the first Community Councils in the country; a wide variety of cultural, social, and athletic events; a highly qualified and dedicated faculty: these are major factors in Wesleyan's highly successful rendering of an atmosphere conducive to learning.



Wesleyan Accreditation

West Virginia Wesleyan is fully accredited by the North Central Association of Colleges and Secondary Schools and approved by the University Senate of The United Methodist Church. The College holds membership in the National Association of Schools of Music and is approved by the West Virginia Department of Education. The College participates in the Interstate Certification Project, whereby thirty-one states now certify teachers graduating from Wesleyan's Department of Education.

Wesleyan is a member of the National Commission on Accrediting, the American Council on Education, the Association of American Colleges, and the American Association of Colleges for Teacher Education.

The College is approved for membership purposes by the American Association of University Women and is a member of the Regional Council for International Education, the Institute of International Education, the Association of Colleges and Universities for International-Intercultural Studies, the Council on Protestant Colleges and Universities, the American College Testing Program, North Central Association Committee on Liberal Arts Education, Association for General and Liberal Studies, American Library Association, State of West Virginia Board of Examiners for Registered Nurses, the National Association of Intercollegiate Athletics, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women.

Wesleyan seeks students with inquiring and creative minds who will profit from a liberal arts program in an atmosphere of freedom with responsibility.

Students are selected by the Office of Admissions on the basis of their ability, interests, academic preparation, character, and promise, as indicated by their own statements on application, as well as by school records, and test results. Since each applicant is considered on his or her own merit, the College invites applicants for admission to supply further evidence to indicate their competence and eagerness to deal with a demanding and exciting program.

Admission of High School Graduates

Persons wishing to be admitted by high school transcript should present the following items to the Director of Admissions:

1) An application for admission on a form furnished by the College with the $15.00 fee (nonrefundable).

2) A transcript of high school record showing courses pursued, grades earned, and credits amounting to at least 16 units (earned in grades 9 to 12).

3) A record of either SAT (Scholastic Aptitude Test) or ACT (American College Test) scores must be submitted.

4) A satisfactory health history on a form furnished by the College (provided after acceptance).

Graduates of accredited high schools who do not stand in the upper half of their graduating classes, and graduates of non-accredited high schools, may apply for admission, as above, and may be admitted if they demonstrate on the above tests satisfactory ability and achievement. In such cases, the applicant, if approved, is admitted conditionally (See Conditional Admission).

The College, open without discrimination to qualified students of all races, reserves the right to refuse to admit any applicant, who because of low scholarship is in the judgment of the Committee on Admissions and Academic Standing deemed unlikely to conform to the standards and ideals the College seeks to maintain.

Admission

Admission of Transfer Students

Persons transferring from other accredited institutions of collegiate rank may be admitted to advanced standing upon presentation of the following items to the Committee on Admissions and Academic Standing:

1) An application for admission on a form furnished by the College with the $15.00 fee (non-refundable).

2) An official transcript of credits earned at the institution previously attended, showing entrance credits accepted and results of standard tests administered.

3) A transcript of high school record showing courses pursued, grades earned, graduation date and results of standard tests administered.

4) A satisfactory health history, on a form furnished by the College.

West Virginia Wesleyan College will accept for transfer credit courses compatible with its academic program. The grades and hours so earned shall count toward graduation. Nursing transfer students should refer to the Nursing Department program in this catalog.

Credit for courses taken in non-accredited institutions may be held for one academic year pending successful performance ("C" average) on work taken at Wesleyan. The Committee on Admissions and Academic Standing may require a series of examinations to demonstrate a satisfactory knowledge of such courses.

Admission With Associate of Arts Degree

Students who transfer to Wesleyan with an A.A. degree from a regionally accredited community or junior college may be admitted with the degree credited as fulfilling Wesleyan's general education requirements when the total educational background, including high school record, shows compatibility with Wesleyan's general education requirements. Obvious deficiencies in general education requirements must be minimally met.

Students who meet these requirements will not have to complete the general studies requirements expected of Wesleyan freshmen and sophomores, but may proceed directly to courses and prerequisites for the major. West Virginia Wesleyan College does not accept more than sixty-eight semester hours of credit from a junior or community college.

Readmission of Former Students

Former students who were in good standing may be readmitted upon completion of the appropriate forms in the Admissions Office.

Former students who were not in good standing may be readmitted upon completion of the appropriate forms and approval of the Committee on Admissions and Academic Standing. When appropriate, transcripts of credits completed at other institutions of higher learning should be filed with the application for readmission.

Admission On Academic Probation

At the discretion of the Director of Admissions, students may be admitted on academic probation. Those who maintain a satisfactory record — "C" average or better, and good conduct — will be accorded good standing; and those who fail to maintain a satisfactory record may be requested to terminate their enrollment.

Conditional Admission

At the discretion of the Director of Admissions, students may be admitted with the condition that they limit their academic load, participate in the College's reading and study development program and/or successfully complete 6 credits of summer school work. Such action is taken only when it is deemed to be in the best interest of the student concerned.

Advanced Placement By Examination

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken and satisfactorily passed college level courses in high school and who have passed the Advanced Placement Examination of the Educational Testing Service at the level of "3" may apply to the College for credit or advanced placement in these subjects. These examinations are administered in the Spring. Applicants must have results sent to the Office of Admissions for verification prior to the Fall semester.

Wesleyan has adopted an extensive program of credit by examination. The Advanced Placement Program as well as the College Level Examination Program (CLEP) are integral parts of this program. For detailed information see the section entitled Academic Program.

NOTE. See section entitled Academic Program for information on:
Credit By Examination
Credit For Professional Education
Credit for Educational Experience In Armed Services

THOMPSON

Expenses and Financial Aid

Application Fee

The application fee for admission is $15.

Orientation Fee

To cover the cost of room and board during Orientation sessions, all new students pay an additional charge of $25.00 each (sales tax included).

General Fee

The general fee (1978-79) is $142.00 per semester. This fee covers such services and activities as: library, health facility, athletic events, school publications, Wesleyan Handbook and Directory, activity card, and campus center privileges. There will be a general fee charge per part-time student for each of two regular semesters at $10.00 per credit hour. General fee charge for each summer term is $10.00 per credit hour to a maximum fee of $40.00.

Auditors

Auditors pay $25 for any course audited. However, if an audited course does not constitute an overload for a regularly enrolled student, then no audit fee is required. If any portion of the course audited represents an overload, then the full fee of $25 shall be due.

Automobile Registration Fee

The automobile registration fee is $1 per year.

Breakage

A charge will be made to cover cost of equipment broken in laboratories.

Damage to Property

A charge will be made to cover any damage done to College property beyond the wear caused by normal and proper use thereof. Damage not charged to an individual will be shared by the occupants of the residence hall or of a floor.

Expenses and Financial Aid

Estimate of Expenses

This estimate does not include books, travel, clothing, medical reimbursement insurance, amusements, and other personal expenses.

The College reserves the right to change any of the charges below at any time.

1978-80	Semester	Year	Summer School	January Term
Instruction	$1,200.00	$2,400.00	$ 55.00 per cr. hr.	$ 55.00 per cr. hr.
General Fee	142.00	284.00	10.00 per cr. hr. (to 4 hrs.)	N/C(to 4 hrs.)
Room	335.00	670.00	26.00/Week	79.00
Board	445.00	890.00	30.00/Week	105.00
Sales Tax on Room & Board	23.40	46.80	3%	5.52
Total	**$2,145.40**	**$4,290.80**		

Graduation and Diploma

During the registration period for the semester or summer term in which a student completes requirements for a degree, he will pay a graduation and diploma charge of $20.

Late Application for Degree

A charge of $5 is made for any application for a degree filed less than twelve months prior to anticipated completion of degree requirements.

Make-Up Examination

A service charge of $5 is made for the privilege of making up a final examination. A service charge of $10 is made for the privilege of making up a comprehensive examination.

Late Registration

A charge of $5 is made for late registration.

Late Preregistration

A charge of $5 is made for failure to preregister on dates designated.

Transcripts

One transcript of a student's record is furnished free. A charge of $1, payable in advance, is made for each additional transcript. An application for a teacher's certificate completed by the College constitutes a transcript.

Medical Reimbursement Insurance Service

An optional Medical Reimbursement Insurance costs $39.00 for twelve months. (See Health Services in the Student Life section.)

Student Teachers

Students doing their practice teaching and not living in a college residence hall will pay one-half the room and board charges for that semester.

Instruction

The instructional charge (1978-79) is $1200 per semester for all students carrying from twelve through sixteen semester hours of work. There are no additional charges for courses in Applied Music. For students carrying fewer than twelve semester hours of work,

the charge is $107 per semester hour. For each semester hour carried in excess of sixteen, the charge is $65.

The instructional charge for evening courses is $55 per semester hour.

The instructional charge for courses taken during the summer session is $55 per semester hour.

The instructional charge for any course not regularly scheduled is $100 per semester hour. Registration for such a course is permitted only in the most extraordinary cases, and must be approved in advance by both the Vice-President for Academic Affairs and the instructor involved.

The instructional charge for graduate level courses is $60 per semester hour.

January Term

The rates for January Term apply to any person attending the January Term who does not attend either first or second regular semesters. *Exception:* Students attending the other colleges in the Consortium (Alderson-Broaddus, Davis and Elkins, and Salem) are not required to pay the instructional charge.

For students who attend both the first and second regular semesters, there will be no additional charges or refunds whether they attend the January Term or not.

For students attending only one of the regular semesters (first or second semester) who attend January Term, the January Term charges are one-half the regular charge.

Terms of Payment

As a means of providing experience and emphasizing punctuality and responsibility in business matters, the College prefers to deal directly with students rather than with their parents.

All charges are due and payable on or before the day of registration. Any student not meeting this requirement, who has guaranteed financial assistance from an authorized agency outside the College, must present a letter of guarantee to the Bursar on or before the day of registration.

Freshmen pay all bills during orientation. All other students will be billed in advance by the Office of the Bursar for tuition and fees with the following arrangement possible:

a) The billing period will be effective between the dates of July 1 and August 1.

b) Prepayment should be made on or before August 1, either by mail or in person to the Office of the Bursar. All payments should be paid to the Bursar's Office before registration.

c) All payments will be due at the time of registration with no grace period or extension of time permitted, except as stated above.

d) A student asked to vacate his residence hall room for disciplinary reasons will receive no refund of charges for room.

Persons who prefer a monthly payment plan may avail themselves of the services afforded by The Tuition Plan, Inc., Concord, New Hampshire 03310, or The Insured Tuition Plan, 6 Saint James, Boston, Mass. 02116. These organizations, which serve the clientele of many institutions of higher learning, enable the parent or guardian to finance the cost of attending Wesleyan. Two, three and four-year contracts, which include the benefit of parent life insurance, are also available. Persons interested in this service should make arrangements directly with one of the financing organizations in order to meet college expenses at the time of registration. Additional information is available from the Bursar's Office or the Director of Admissions at Wesleyan or by corresponding with the financing organizations.

Students are not eligible to take final examinations, to receive any transcripts of credits, or to be graduated until all charges are paid in full. Students are not permitted to register for a second term or semester until all charges for previous terms are paid in full.

Refunds

In view of the fact that charges paid by students cover much less than the total operating cost of the College, refunds are subject to the following regulations:

1) For a student withdrawing from the College because of illness, or for other honorable reasons con-

sidered adequate by the College, the following refund schedule will be used:

Summer School & January Term

3 class days	80% of tuition refunded
6 class days	60% of tuition refunded
9 class days	40% of tuition refunded

First and Second Semesters

Within 2 weeks	80% of tuition refunded
2 to 4 weeks	60% of tuition refunded
4 to 6 weeks	40% of tuition refunded
After 6 weeks	No refund

(Students making schedule changes moving them from full-time to part-time status or reducing their part-time load after the first five days of a semester or the first two days of a summer term will receive refunds of the difference in instructional charges according to the schedule listed above for withdrawal from the College.)

2) A student withdrawing from the College during a semester, or summer term, for any reason other than those stated in 1) above will receive no refund of instructional charges.

3) A student withdrawing from the College during a semester, or summer term, will receive no refund of charges for room.

4) A student withdrawing from the College during a semester, or summer term, will receive no refund of charges of general fee.

5) A student withdrawing from the College during a semester or summer term, for any reason, will be refunded a part of his charges for board proportionate to the number of whole weeks of the semester or summer term, remaining after his meal ticket is surrendered.

6) A student discontinued for disciplinary reasons will receive no refund of any charges, except for board, as provided under 5) above.

7) For information on security deposit refund, see Housing in the Student Life section.

Scholarships and Student Financial Aid

Financial aid at West Virginia Wesleyan College is awarded on the following basis: scholastic achievement, special talents and abilities, and financial need. All awards are given for a period of one academic year unless otherwise stated. It is necessary to apply annually for all financial aid awarded.

Requirements governing the eligibility to receive financial aid: Student must be a full-time student and must accumulate a 2.00 grade point average (exceptions, government programs). Students receiving tuition waivers will be ineligible for any other form of financial aid except government programs. Students are not eligible to receive financial aid awards in excess of institutional costs except in the form of a workship or a loan.

Procedure to follow when applying for financial aid: Freshmen request applications from the Admissions Office or Financial Aid Office. Upperclassmen obtain an application in the Financial Aid Office. All students request and complete a Parents' Confidential Statement or Student Financial Statement form for a need analysis report which will be sent to the College. Financial aid cannot be awarded without a completed need analysis. Freshmen return completed application, including parents' signatures, to Financial Aid Office; upperclassmen, to Financial Aid Office.

General information: An attempt to announce all financial aid awards will be made approximately on or before June 1 of each year. Final selection or withdrawal of awards will be the prerogative of the Committee on Student Financial Aid. To maintain financial aid, student awardees must demonstrate scholastic efficiency, appropriate personal behavior becoming a student, and in the case of workships, perform the assigned duties satisfactorily. An individual who voluntarily withdraws or is removed from an accepted student workship because of poor performance may become ineligible for any future financial aid. Only limited awards for summer sessions can be considered, primarily loans or workships.

Freshman Honor Scholarships

The College awards a number of honor scholarships. In order to qualify for a Honor Scholarship, a student must meet the general requirements for admission to the College, must rank in the upper five percent of his graduating class and must have high scores on the ACT or SAT. Stipends from $200 up to $1500 are continued for four years, providing the student maintains a 3.00 cumulative academic average and applies annually.

United Methodist Scholarships

To qualify for a United Methodist Scholarship a student must graduate in the upper twenty percent of his graduating class and have satisfactory test scores and references, must show need as a factor, and must be a member of The United Methodist Church. Stipends from $200 up to $1,000 will be continued if a student maintains a 2.70 cumulative academic average and applies annually.

National United Methodist Scholarships

The Board of Education of The United Methodist Church annually awards to four West Virginia Wesleyan students (usually upperclassmen) National United Methodist Scholarships amounting to $500 each. In order to qualify for a National United Methodist Scholarship, a student must meet the general requirements for admission to the College, must have been a member of The United Methodist Church for at least one year prior to date of application, must be outstanding in Christian motive and purpose, and must rank high in scholarship, not below a "B" average. National United Methodist Scholarships may be renewed once, subject to the same conditions as govern original awards. Funds for National United Methodist Scholarships are obtained from the annual Methodist Student Day offering for the Student Loan and Scholarship Fund.

Restricted Scholarships and Loans

Special and restricted scholarship and loan awards are available as listed below. These awards carry varied stipulations and are given at the discretion of the Committee on Student Financial Aid.

Sophia Banes Scholarship
Walter Barnes Scholarship
Beckley District United Methodist Scholarship
John L. Bennett Scholarship
Kathryn Bodie Scholarship
Braxton County Scholarship
Burgess Scholarship
Ettie Campbell Scholarship
Culpepper Scholarship
Pearl Dorsey Scholarship
Lionel and Margaret Driscoll Scholarship
Falls Mills United Methodist Scholarship
Farnsworth Scholarship
Frizell Scholarship
G. E. Gaston Scholarship
William H. Gilmore Scholarship
W. W. Harper Scholarship
Wesleyan Humanities Scholarship
Nicholas Hyma Scholarship
Donella John Scholarship
Pearl Johnson Scholarship
E. Ray Jones Scholarship
Alice Kelly Memorial Scholarship
George Kinley Scholarship
James L. Knight Scholarship
Clyde O. Law Scholarship
Leroy Lawson Scholarship
Dorothy Lee Scholarship
G. W. Lohr Scholarship
J. H. Lohr Scholarship
M. G. Lohr Scholarship
Stanley Martin Scholarship
Glenn Maddy Scholarship
McDonough-Caperton Scholarship
Ada McCue Scholarship
Reta H. Maxwell Scholarship
Flora Miles-Agnes Davidson Scholarship
Charles G. Mosher Scholarship
C. D. Munson Scholarship
Wesleyan Nursing Scholarship
P.E.O. Scholarship
Presser Foundation Scholarship
J. Roy Price Scholarship

Walter C. Price Scholarship
Nettie Reger Scholarship
Rexfoad Scholarship
William B. Robinson Scholarship
Ross Scholarship
John C. Shaw Scholarship
Flossie Snodgrass Scholarship
Leta Snodgrass Scholarship
B. F. Standiford Scholarship
Okey J. Stout Scholarship
Sutherland Scholarship
Silas D. Tamblyn Scholarship
A. H. Thompson Nursing Scholarship
Ada K. Tuckwiller Scholarship
Calvin A. West Scholarship
Roy Whiston Scholarship
John L. Wolf Scholarship
Wooters Scholarship
Arthur Workman Scholarship
Mabel Workman Scholarship
Elizabeth and Thomas Zumbrunnen Scholarship

Awards

Sheridan W. Bell Award
Mathematics Reciprocal Award
James L. Matthews Award
Fountie and Virginia Williams Teaching Award
Kas Sworden Award
William B. Hatfield Fine Arts Award

Loans

Claude Worthington Benedum Loan
Christopher Loan
Guy Wilson Loan
Leroy Lawson Loan
Lilly M. Riggs Loan
Rosalie M. Mahood Loan
Hartley Perrine Loan
Tetrick Loan
Charles Snider Loan
Funk Loan
Liggett Memorial Loan

United Methodist Student Loan Fund

The Board of Education of The United Methodist Church makes funds available for loans to Methodist students through the College Financial Aid Office.

Merit Awards

The College grants a number of merit awards to outstanding students who manifest special talents and contributions to the College. These merit awards, in varying denominations, are given to students participating in the areas of athletics, arts, band and orchestra, choir, drama and speech, chapel, radio and television, publications and other college community activities. In order for a freshman to qualify for a merit award in art or music, he must excel in ability and demonstrate unusual talent and promise in examinations conducted by the Art and Music faculties.

Workships

Workships are offered in almost all areas of the college community. Workships vary in amount awarded, according to work assignment and number of hours scheduled. Workships are financed through both institutional funds and federal funds. The federally-supported workships are designed for students from low-income families under the College Work Study Program.

Grants-in-Aid

West Virginia Wesleyan College awards a limited number of grants-in-aid, ranging from $50 to $500 each. These awards are made on the basis of character, scholarship, and need and are applicable against college charges only. Students awarded grants-in-aid are required to be enrolled as full-time students and to maintain an overall scholastic average of "C" or above. Grants-in-aid are administered by the Committee on Student Financial Aid.

Supplemental Educational Opportunity Grants

Supplemental Educational Opportunity Grants are

available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college. Eligible students who are accepted for enrollment on a full-time basis or who are currently enrolled may receive Educational Opportunity Grants for each year of their higher education, although the maximum duration of a grant is four years. Grants range from $200 to $1500 a year and can be no more than one half of the total aid package given the student. The amount of financial assistance a student may receive is reviewed annually and depends upon his need.

State Scholarship Programs

All students should inquire about the possibility of using the State Scholarship from their State, at West Virginia Wesleyan.

Federal Nursing Loans

Loans are provided through the Nursing Student Assistance Program on a yearly basis.

National Direct Student Loans

High school graduates who have been accepted for enrollment by the College or college students enrolled full-time and in need of financial assistance for educational purposes are eligible to apply for National Direct Student Loans. An undergraduate student may borrow up to $1,500 each academic year to a total of $5,000. The repayment period and the interest do not begin until nine months after the student ends his studies. The loans bear interest at the rate of three percent per year and repayment of principal may be extended over a ten-year period. Repayment may be deferred up to a total of three years while a borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA). Repayment is deferred for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic work load.

Guaranteed Loans

The major objective of this program is to make loan insurance available to any college student who wants to borrow. A student from a family with an adjusted income of less than $15,000 a year pays no interest while he is in college. A student from a family with an adjusted income higher than $15,000 a year pays the entire interest on the loan, but he may borrow under the Guaranteed Loan Program at six percent simple interest. Repayment of principal and interest begins when the student has ceased his course of study. At that time, the Federal Government pays approximately one-half the interest and the student the remainder. An undergraduate may borrow as much as $2,500 per year. An application for this loan is available from the student's local bank or lending agency.

Freedom with responsibility is an important aspect of life at Wesleyan. Both student and professor relish and guard zealously their freedom to function creatively and effectively within the college community.

The College considers experiences in group living, co-curricular activities, and campus governance as significant elements of a liberal arts education. A number of states and several foreign countries are represented in the student body and the faculty and staff. The merging of this diversity produces a dynamic, lively and interesting community of people. The College is committed to a strong academic program and the molding of the individual into a learned, responsive, sensitive, rounded personality. Happenings outside the four walls of the classroom are extremely important to the student's growth and development as a person. Co-existence with a diversity of people, acceptance of responsibility for one's own actions, participation in group endeavors, exercise of one's leadership capabilities and abilities to organize and govern — these broadening experiences occur in the residence halls or through participation in co-curricular activities.

Wesleyan's campus is designed to offer resources in five overlapping areas: educational, cultural, religious, social and recreational.

The Campus Center

The Benedum Campus Community Center offers physical facilities for swimming, bowling, billiards, ping-pong, music listening, reading, TV viewing, conversation-over-coffee, a quick lunch with friends, and lively bull sessions. It is a place of recreation and relaxation — and work. The campus newspaper and yearbook staffs work out of offices in the Center. Recently, the student-oriented Campus Community Program Board brought such performers as Mary McGregor, Tavares, Ozark Mountain Daredevils, Rare Earth, Blood, Sweat & Tears, and Pure Prairie League. Performing groups ranged from Ohio Ballet Theater, Keith Berger, Woody Herman, Rod Rodgers Dance Theatre, lecturer Dick Gregory, poet and dramatist Vinnie Burrows. Current movies are programmed weekly with monthly fine arts films. The Program Board plans dances, exhibits, coffee-houses, lectures,

Student Life

artists-in-residence, crafts instructions, and various other entertainment.

The Health and Physical Education Complex

This new $4.5 million structure accommodates over 3,700 spectators and is one of the finest small college sports complexes in the country. Its classic Georgian lines coordinate with the architecture of the other buildings on campus; its eastern wing is joined to the Campus Center, enabling students to move freely between the two facilities. An intercollegiate basketball court seating 3,750, two intramural practice courts, four handball courts, an indoor tennis court, a volleyball court, golf and wrestling practice areas, an auxiliary gymnasium, sauna baths, a dance studio, gymnastics and weight rooms, and a portable stage — all are available to contribute to the physical well-being of the Wesleyan student. Outdoor recreational activities, including cycling, softball, field hockey, tennis, archery, soccer, and football, are also a part of campus life. A nearby state park offers nature walks, hiking, fishing, and outdoor swimming in a mountain stream.

Health Services

The Barnhart Memorial Health Center, an important part of the new complex, is provided with emergency room, treatment rooms, infirmary beds, doctor's facilities, and nurse's quarters. The College provides twenty-four hour nursing service and the services of two local physicians for minor and occasional illness. When students are admitted to Wesleyan, they must submit a health history on an official form provided by the Admissions Office. Nursing students and athletes are required to have an annual physical examination.

Nearby hospitals are available for cases of serious illness. All students receiving medical care must assume the responsibility of meeting the financial payment directly to the physician or hospital from personal funds or through their hospitalization programs. The College cannot assume responsibility for prolonged or specialized medical care or for hospitalization.

Medical reimbursement insurance, covering accidents and hospitalization, is available for either nine months or twelve months at a minimal cost and is provided on an optional basis.

The Chapel and Religious Center

The Chapel and Religious Center are located significantly at the center of the campus. Wesley Chapel is the largest church sanctuary in the state of West Virginia. The campus community is invited to gather for worship services every Sunday morning. These are ecumenical in spirit and both traditional and contemporary in style. Guest preachers, on-campus staff, and dramatic and musical arts are utilized and contribute to the meaningfulness of worship.

The Religious Life Council, aided by the Dean of the Chapel, plans and coordinates the student religious life. An executive committee coordinates the activities of the Council, however, all students are members of this organization.

The Chapel and the Religious Center serve the campus as a meeting place for groups involved in various religious, humane, and academic concerns. Sigma Theta Epsilon and Kappa Phi are particularly related to the chapel program. Wesleyan's Student

Volunteer Project, which also has its office in the Religious Center, is dedicated to service and offers tutoring, companionship, and aid to youth and the aging in the community.

Wesley Chapel itself may serve as a concert hall for orchestra, choir, or jazz band concerts, as well as folk performances. It is equipped for the showing of films and theatrical productions, and also provides a meeting place for forums and convocations.

A smaller meditation chapel, set apart by its simplicity and restrained beauty, is available for students and college staff for private and small group worship and meditation.

Liberal Education Series

The College provides a wide variety of cultural events through the Liberal Education Series programs. These offerings are often coordinated with the activities of the Humanities and Social Sciences core programs and include dramatic productions, academic lectures, art shows, concerts, musical performances, and contemporary entertainment. LES speakers have included Dr. Lee Huebner, deputy special assistant to the President; E.O. Reischauer, educator and former U.S ambassador to Japan; Leonard Downie, deputy metropolitan editor of the *Washington Post*; Dick Gregory, comedian and civil rights activist, and George Gallup, Jr., national researcher on public opinion.

Community Council

A community governing body which coordinates activities and organizations and offers proposals to faculty and administration, the Community Council is structured in favor of student representation. Its four elected officers are students and twelve other student representatives are elected by their respective classes (three each from freshman, sophomore, junior and senior classes). The Vice President for Administrative Affairs, the Vice President for Academic Affairs, the Dean of Students, and two elected faculty representatives also serve on the Council. Meeting weekly, this group has long been recognized as *the* campus force for engendering change and fostering debate on campus problems and issues.

The Town

An on-campus bookstore provides for limited student shopping. However, the downtown shops provide for most student needs during the school year. "Town and Gown" interact freely. Buckhannon merchants and citizens have always considered the College an integral part of the larger community and each year welcome the influx of students with genuine friendliness.

Most students appreciate the small-town setting and particularly the beauty of the green hills and the nearby forests and rural areas which encircle the campus.

Student Activities

A variety of activities and organizations are responsive to the interests of the student body. Wesleyan men and women participate in a total of twelve intercollegiate sports and support an extremely active and competitive intramural program. Wesleyan's musical organizations have received recognition throughout the eastern United States. The West Virginia Wesleyan Choir annually performs on tour in cities and towns in the East and has toured abroad during the summers. The Jazz Band is recognized as one of the best in West Virginia.

The Debate Team is one of the most active groups on campus and has brought home a number of trophies to promote even more interest among students. Students interested in drama participate in two major productions each year and a variety of student-directed programs. Students interested in journalism and communications find their way to the *Pharos* and *Murmurmontis* offices, campus newspaper and yearbook respectively, and the campus radio station, WVWC-FM.

Five national social fraternities maintain fraternity houses near the campus including Chi Phi, Kappa Alpha Order, Phi Sigma Epsilon, Theta Chi, and Theta Xi. Four national sororities maintain meeting suites in a special wing of Holloway Hall. These include Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta and Zeta Tau Alpha.

Departmental organizations and honoraries include: Alpha Beta Alpha fraternity (Library Science);

Economics Club; Glauner Historical Society (History); Haught Honorary Society (senior honorary for women); Home Economics Association; Honorary Business Society; Philosophy Club; Physical Education Majors and Minors (PEMM); Sociology and Anthropology Club; Student National Education Association (SNEA); Student Nurses of Wesleyan; WVWC Physical Education Majors Club; Sigma Tau Delta (English); Alpha Phi Gamma (Journalism); Alpha Psi Omega (Dramatic Arts); Benzene Ring (Chemistry); Beta Beta Beta (Biology); Delta Mu Delta (Business); Delta Psi Kappa (Women's Athletics); Kappa Delta Pi (Education); Kappa Omicron Phi (national home economics honor society); Kappa Pi (Art); Math Honorary; Omicron Delta Kappa (honor society for junior-senior men, faculty and alumni); Pi Epsilon Alpha (Nursing); Phi Kappa Phi (Academic Honor Society); Phi Alpha Theta (History); Pi Gamma Mu (Social Science); Psi Chi (Psychology); American Guild of Organists; Brass Ensemble; Wesleyan Choir; Tour Choir; Chorale; Orchestra; Band; Music Educators National Conference; Kappa Phi Club (United Methodist women); Religious Life Council; and Sigma Theta Epsilon (United Methodist men).

Interest groups recognized as bona fide campus organizations include: Black Students' Alliance; Chrisman Club; Collegiate Council of United Nations; Debate Society; 4-H (service club 4-H members); International Relations Club; Para-medical Professional Association; Wesleyan Outing Club; Stamp Out Starvation Project; Student Volunteer Projects and Young Democrats Club.

Honors and Awards

A special Awards Convocation is held annually at Wesleyan. The following honors and awards are among those presented to Wesleyan students who have distinguished themselves during the academic year.

Outstanding Men & Women of Wesleyan
Francis Asbury Award
Sheridan Watson Bell Religious Life Influence Award
Humanities Scholarship
Senior Activities Keys
Community Council Medallions
Wall Street Journal Award
Sociology and Anthropology Department Award
Orchestra Keys
Sigma Alpha Iota Swords of Honor
Okey J. Stout Trustees Award
Beta Beta Beta Award
Mortar Board
Omicron Delta Kappa membership
W. Va. Consumer Finance Award
Benzene Ring Hyma Award
Orlo Strunk Psychology Department Award
Outstanding Debater Award
Outstanding Delta Psi Kappa of Year
Who's Who Among American Universities and Colleges
Intramural Awards
Education Department Fountie Williams Award

Student Personnel Services

The Student Affairs Staff is dedicated to enabling the student to achieve his own personal development. The staff believes that social maturity and value development are important aspects of the institutional mission and integral to the student's intellectual attainment. The staff coordinates and is concerned with various services primarily related to the student and his activities outside the classroom. The services include the cultural and religious development of students; career counseling and placement, personal counseling and testing; housing of students and resident hall programs; health, physical fitness and medical program; student financial aid; and campus safety and information department.

Orientation

The orientation program is especially designed to assist freshmen in making a successful transition from high school to college, and to assist transfer students in making a satisfactory adjustment to a new environment. This program includes opportunities for all new students and parents to meet student leaders, faculty, and administrators of the College. It is particularly informative for parents. The program also includes general information, academic advising, counseling, registration for classes, and time for purchasing books and supplies. All new students, including transfers, are required to attend an orientation program. (See Calendar for dates.)

Counseling Service

Personal Counseling

Professional counselors will discuss a wide variety of personal-emotional and interpersonal relationship concerns. Emphasis is on teaching students specific self-control and effective communication skills which may be used throughout life. Individual counseling is available by appointment at no charge, usually within one or two days. Counseling is confidential. No information is released to administrators, faculty, family, or outside sources without the student's consent. Records of counseling do *not* become part of students' personal files.

Group counseling is available for specific personal concerns such as anxiety/stress management, assertiveness training, and weight control. The group programs are offered in conjunction with the Department of Psychology. Students may receive credit for participation by registering for the appropriate sections of Readings in Psychology.

If a student needs specialized psychiatric or psychological services which are not available, the Counseling staff will make an appropriate recommendation to the student or his/her parents. The student's family must assume the responsibility for securing treatment.

Career Planning and Placement

A comprehensive Career Planning and Placement service is available to all Wesleyan students and alumni. Students are encouraged to begin career planning as early as their freshman year. Counselors are available to assist students to better utilize their academic studies as they develop a satisfying career and life plan. Students may receive credit by registering for a Career Decision Making course offered in conjunction with the Education Department.

Seniors and graduates are provided with vocational information and employment possibilities. Seminars are offered to prepare students in the job acquisition skills of resume writing and interview preparation. On-campus interviews with representatives from business, industry, education, graduate and professional schools are arranged each year.

Learning Center

The Learning Center is designed to serve the entire campus community. A primary function is to assist students in improving their reading, writing, listening and study skills through validated techniques in analyzing student potential, and individualized laboratory programs and counseling services. The Center recognizes and employs psychological learning theories and commits its program to the improvement of individual learning.

The staff works closely with the Counseling Service and Wesleyan's Testing and Evaluation Services to provide a place for administering a variety of tests, including vocational guidance inventories. Facilities are also provided for the viewing of slides and film strips and the Center offers tutoring services to enrich or supplement many courses.

The staff genuinely strives to meet a wide range of student needs and to provide an atmosphere of warmth and concern for students.

Testing Service

The College maintains a well planned testing program in order to provide counselors, instructors, and students with reliable information about the student's individual abilities, aptitudes, achievements, vocational interests, and significant personality traits.

West Virginia Wesleyan College is an approved testing center for the administration of the American College Test (ACT), Undergraduate Record Examination (URE), National Teacher Examination (NTE), Graduate Record Examination (GRE), College Level Examination Program (CLEP), Miller Analogies Test, Law School Admissions Test (LSAT), Admission Test for Graduate Study in Business (ATGSB), National League for Nursing (NLN) tests. Information about these tests is available at the Testing Center.

Residential System

Housing

The College is a residence campus housing approximately 75 percent of its students in its seven residence halls. Full-time students are required to live and board in the college residence halls during both regular semesters and summer terms. Exceptions are those students who live with their families, married students, seniors, and other students who are authorized by the housing Committee to live off campus. Those exempted from the requirement to live in college-operated housing will be given a list of residences in Buckhannon but the College will not assume the responsibility for investigating the health and safety conditions of off-campus housing facilities. The responsibility for this will lie with the student.

Individual rooms in the residence halls are furnished except for linens, blankets, rugs, curtains and study lamps. Telephones are provided and the cost is included in the room charge. Students receive a special billing number from the telephone company to be used when making long distance phone calls. The telephone company sends a statement for the long distance calls to each student monthly.

Each residence hall maintains a lounge and a TV area. Coin-operated laundry facilities are provided and extra features such as TV cable service and refrigerators may be rented per semester.

Visitation hours in the residence halls are from Sunday through Thursday 1 p.m. to 11 p.m.; Friday and Saturday 1 p.m. to 1 a.m.

Residence Hall Council provides the means by which students may improve the quality of residence hall living on our campus. The Residence Hall Council is directly concerned with policy formulation and enforcement in the areas of food service, housing, and programming. Officers and representatives are elected yearly; all members must reside in college residence halls.

Off-campus housing for students is available in Buckhannon. The housing office provides a listing of those facilities.

Food Service

Co-educational dining is provided in McCuskey Hall and Jenkins Hall, where meals and menus are provided by a professional catering service.

All students residing in the residence halls must board on campus. Boarding on campus is optional to those students living in off-campus housing.

The coffee shop located in the Benedum Campus Community Center provides light refreshments and snacks.

Rules for Living

From its founding and through its developing years, the College has been committed to the basic principles and standards established by The United Methodist Church and its West Virginia Annual Conferences, as they relate to learning, social conduct and decorum, and cultural and spiritual enrichment.

The College reserves the right, privilege and responsibility for the establishing and maintaining of institutional ideals, particularly on campus property. These rules and regulations are in the best interest of students, faculty, and personnel.

Alcohol and Dangerous Drugs

The College is especially concerned about the use of alcoholic beverages and dangerous drugs and is aware of how dependence on alcohol and other drugs leads to behaviour harmful to the user and to others as well.

Therefore, the College disapproves of the use of alcohol or drugs.

Historically, the former Methodist Church and the former Evangelical United Brethren Church have asserted the conviction that a faithful witness to God's liberating and redeeming love of persons is the choice to abstain from alcohol.

Currently, the Social Principles in the 1972 Book of Discipline of the United Methodist church state:

> "We realize that the use of such drugs as alcohol and marijuana can lead to a loss of effectiveness in human life and may result in drug dependency. We assert our long standing conviction that the choice to abstain from alcohol, and now marijuana, is a faithful witness to God's liberating and redeeming love for persons."

Further, there are local, state and federal laws which prohibit use, sale, possession, and trafficking in marijuana, dangerous drugs and dangerous weapons. West Virginia law prohibits the sale or giving of alcoholic beverages to any person under 18 years of age. The College will not shield students from these laws. Therefore, it is imperative that students familiarize themselves with local, state and federal laws, some of which are very severe.

Student Responsibility

Every Wesleyan student is faced with the need to have responsible personal and community positions with regard to these concerns.

Each member of the campus community is expected both to have self-discipline and to work with others to achieve the ideals of community life. All students, especially dormitory residents, are urged to do their best to prevent situations that are harmful to personal and community life.

Every student who has a problem of any sort and especially with alcohol or drugs, should seek help (or be encouraged by others to seek help) from the many campus resources; friends, religious counseling, psychologists and advisors.

The College Judicial System

The basic purpose of rules, regulations, and judicial systems must, of necessity, be to support and maintain an environment in which learning, growth, and maturity can take place. The disciplinary powers of the College and its judicial procedures should safeguard the educational process, protect the rights and freedoms of members of the community and insure the safety and security of people and property.

Regardless of the means of processing judicial action, the objective of discipline is to redirect the behavior of the student into productive, acceptable patterns and to protect the rights of other students within the residential community. Student judicial boards were created in order to utilize peer influence in formulating the attitudes and subsequent behavior of all students. The boards further attempt to implement an atmosphere of self-discipline within the educational community.

Each student is provided with a copy of **Student's Rights and Responsibilities**, a booklet which explains the College's judicial system.

Continuing Evaluation

Life style policies are reviewed each year by the Housing Committee, the Faculty Campus Life Committee, the Student Life Committee, and the Trustee Council

on Student Affairs. These committees continually explore changing life styles and attempt to create avenues that will enable West Virginia Wesleyan to retain its ideals, while providing a campus community responsive to the interests and needs of today's students. Members of the campus community are encouraged to express their concerns and share their ideas with the above committees.

We also encourage others to share their ideas by writing to any of the above committees c/o West Virginia Wesleyan College.

Use of Cars

All students enrolled at Wesleyan may drive a car at West Virginia Wesleyan but are required to register it on a form provided by the College. Every motor vehicle driven by a student must have in force bodily injury and property damage liability insurance. Any student who makes reckless or improper use of a car, or fails to provide the College correct information regarding the car he drives, will lose the privilege of driving while at Wesleyan.

Regulations describing the use of parking areas, with regard to restricted zones, time limits and financial penalties for traffic violations, are distributed annually to all College personnel including students. Traffic regulations and procedures are reviewed by the Traffic and Safety Committee of Community Council and enforced by the campus security force.

Disciplinary Procedures

A student who fails in any matter of conduct to conform to the ideals, standards and policies the College seeks to maintain may be placed on disciplinary warning or disciplinary probation for a stated period or, if his failure is judged to be sufficiently serious, may be required to withdraw. If he fails during, or after, a period of disciplinary probation to conform to the policies of the College, he may be suspended for a period of time or required to withdraw.

BAUSCH & LOMB

Our Commitment

Wesleyan has traditionally valued the individual and has sought to elevate human life by a vision of the nobility of man in his search for truth, beauty, and justice. It is the whole life of those who join this community that is the interest of the College.

A "whole life" view regards the place of both the curricular and the co-curricular during the college years. It acknowledges that all of one's doing is informed by articulated, relevant values, and that no acquired knowledge can be without import for living.

It respects both individuality and the well-being of the community. It frees the mind from provincialism and it places human life in the context of stewardship for the earth.

It regards all of the sensibilities of a human being — intellectual, affectional, moral, and religious — as significant. And finally, it espouses that life is not merely to be prolonged, but is to be transformed, so that ultimately it has meaning and worth.

The theme of Quality of Life is worked throughout the curriculum as a uniting thread amid the diversity of faculty contributions and the multiplicity of student interests. It means that we strive to "draw out" the possibilities of the human spirit rather than to inculcate diverse knowledge which may or may not be desired.

Academic Advising

Wesleyan takes very seriously its obligation to offer students the information and advice they need in planning their own academic programs. Every student is assigned a faculty advisor to help identify major interests, appropriate educational opportunities and the best way to pursue those interests and opportunities. Education is properly the responsibility of the learner, but the academic advisor must approve the student's program for each semester.

Plan of Study

General Studies Curriculum

General education, as distinguished from specialized education, deals with the common knowledge, attitudes, skills, and habits essential for effective living

Academic Program

as an individual, as a member of one's family, as a worker, and as a citizen. The general education program of the College is designed to help the student to understand the world in which he lives, to share in his cultural heritage, to become acquainted with and concerned about the major problems of mankind, to develop and practice a Christian philosophy of life — in brief, to become a perceptive and sensitive person and an efficient and constructive member of society.

The curriculum is intended to provide a common core of courses for all students, greater flexibility in permitting the student to exempt certain requirements and elect options in relation to his own educational goals, an opportunity for the student to begin his specialized field in his freshman year and to continue general courses through his four years as he increasingly specializes.

Wesleyan is offering the student a choice among three general studies programs:

Option One: The *standard* general studies courses leading to a major in a department.

Freshman Composition		3 sem. hours
Speech		3 sem. hours
Humanities 1 & 2		8 sem. hours
Humanities elective (outside the student's major or minor field and excluding one-hour activities courses.)		2-3 sem. hours
Religion 1, 2, 3 or 4; or (with permission of instructor) 10, 25 or 26.		3 sem. hours
Philosophy		3 sem. hours
[1]Natural Sciences & Mathematics		
Biology 1 & 2 or 3	(6 or 7)	
Chemistry 1 & 2	(8)	
Chemistry 3 & 4	(8)	
Mathematics 6 & 7	(8)	6-8 sem. hours
Physical Science 1 & 2	(6)	(one sequence)
Physical Science 3 & 4	(6)	
Physical Science 5 & 6	(8)	
Physical Science 7 & 8	(6)	
Physical Science 13, 26, 27 (any two)	(6)	

[1]Physical education majors may use physical education 4 and 15 to count toward the Natural Science requirement.

[2]Social Science, any three courses from the following disciplines: Economics, Government, History, Psychology, Sociology & Anthropology	9 sem. hours
[3]Physical Education Activities	4 sem. hours
Minimum hours required:	40 sem. hours

Option Two: Beginning in September 1975, specially selected general studies courses leading to inter-departmental majors for *pre-professional* courses in areas such as law, theology, and medicine.

Option Three: A *student-designed* general studies program, coordinated with a contract major which is to conform to the principles of General Studies, as advised by the College, without requiring specific courses.

Majors Offered

The College offers majors in the following fields. Specific course requirements may be found in the section of the Bulletin entitled Instructional Offerings.

Departmental Majors:

Art	Health Physics Technology
Biology	History
Business Administration	Home Economics
Business Education	Library Science
Chemistry	Mathematics
Christian Education	Music
Computer Science	Nursing
Economics	Philosophy
Engineering Physics	Physics
Education	Psychology
English	Religion
French	Sociology and Anthropology
Government	Speech and Dramatic Arts
Health and Physical Education	

[2]Students majoring in departments in the Social Science Division must select courses outside their major field.
[3]Except for students in specified major programs

Inter-Departmental Majors:

American Studies	Social Welfare
International Studies	Rehabilitation
Philosophy and Religion	Youth services
Social Science	

Under Option 1 of the General Studies Requirements, a student has the option of declaring a double major or a major and a minor. In the case of a double major a student must declare a first major.

Contract or Individualized Major:
During the current academic year, if a student chooses Option 3 under general studies, he may select a committee of three faculty members from a list of approved faculty advisors and with the assistance of the committee may structure a major tailored to his interests. The major must be approved by the Curriculum Committee.

Professional Programs

Dietitians — Four-Year Course

The College offers a four-year course for dietitians which meets the requirements of the American Dietetics Association for dietetic internship applications. The interested student should check with the Chairman of the Department of Home Economics who will aid the student in planning a complete four-year course of study.

Librarians — Four-Year Course

West Virginia Wesleyan prepares students to qualify as librarians in public schools and in public libraries. The interested student should consult the Chairman of the Department of Library Science who will aid the student in planning a four-year course of study.

Ministers — Pre-Seminary Studies

The College offers a four-year pre-professional course for ministers. The pre-ministerial student planning to enter seminary should arrange his college studies to provide him with a broad cultural and intellectual foundation. The American Association of Theological Schools in the United States and Canada suggests that 30 semester courses, or approximately three-fourths of the student's college work, be taken in the following specified areas: 1) English and Speech, including composition, literature, basic speech and related courses — six semesters; 2) History, including ancient, modern European, and American — three semesters; 3) Philosophy — three semesters; 4) Natural Sciences, preferably physics, chemistry, or biology — two semesters; 5) Social Sciences — seven semesters; 6) Foreign Language — four semesters; and 7) Religion — three semesters.

The most desirable areas of concentration for the pre-ministerial student are English, Philosophy, History and Religion.

Nurses — Four-Year Course

West Virginia Wesleyan's Department of Nursing is accredited by The National League for Nursing (Department of Baccalaureate and Higher Degree Programs) and also meets the guidelines for accreditation by the West Virginia Board of Examiners for Registered Nurses.

The baccalaureate nursing program is designed for individuals who desire to obtain the basic preparation needed for a professional career in any of the various settings where contemporary nursing is practical.

Nursing students pursue their program in Middleton Hall, a new and completely modern building, designed to house the Department of Nursing and to provide all necessary facilities for an accredited program in nursing.

The program may be completed in four academic years. This preparation enables graduates to function as staff nurses in all fields of nursing and in nursing leadership. It also lays the foundation for continued personal-professional development, supervision, administration, and for graduate study. Upon successful completion of degree requirements, the graduate will be eligible to write a qualifying examination for state licensure.

The nursing program combines classroom lectures, laboratory work, and clinical experience in

nursing with basic courses in liberal arts to offer students a well-rounded background. The nursing portion of the curriculum includes both theory and practical experience in all clinical areas of nursing. Students must maintain a grade point average of "C" in all nursing and supportive courses, and in all clinical work. Following the satisfactory completion of the required courses of study, students receive a Bachelor of Science Degree with a major in nursing. Freshman students who declare that they are nursing majors must make application to the Department of Nursing by April 15 of their freshman year for admission to the nursing program, clinical phase.

Admission to the clinical phase of the program requires a quality point average of 2.25 or higher at the conclusion of the first two semesters of the program. In addition, a grade of "C" or better in the supporting courses is required.

A student who does not meet these requirements at the end of the first two semesters and who subsequently raises the grade point average and/or raises grades in supporting courses will be evaluated on an individual basis.

In addition, subsequent admission of a student who did not meet these requirements at the end of the freshman year will be governed by space available.

Human Services Curricula

The Human Services Curricula exist to broaden the career opportunities for Wesleyan students interested in working with persons in a broad range of helping capacities. Within the curricula are three academic avenues which prepare students for knowledgeable, proficient, and sensitive work with various types of clients. The interdisciplinary majors in the curricula include preparation of persons to work in Youth Services, in Social Welfare Careers, and to perform rehabilitative services for the Physically and Vocationally Handicapped. Each program draws heavily upon a core of courses in the behavioral and social sciences in order to establish an adequate knowledge base for understanding human relationships and behavior and developing a professional practice perspective. Uniquely, each program requires field internships for the student during the junior/senior year. Each field placement setting is chosen with a focus on the student's vocational career so that actual on-the-job training can be achieved.

Teacher Education Program

The teacher education program is committed to a concern for persons and the issues that surround them in society. It is committed to developing the breadth of learning which both frees and disciplines the mind, refines and humanizes judgment, and enriches personal life. The teacher education program also seeks to equip students to participate responsibly, productively, and knowledgeably in a variety of roles that collectively are known as the act of teaching. Recognizing that educational methods vacillate in their popularity and the failure of research to reveal the single path to effectiveness, the teacher education program maintains a loyalty to the best of the past and a creative involvement in the present, as it anticipates the future with faith and reverence.

The objectives of the teacher education curriculum are directed toward creating a teacher who can perform with competence the many tasks required in teaching. The teacher education program is built on a minimum of five assumptions:

1) Each student is responsible for his own learning, with the faculty serving as facilitators of learning.

2) Learning is a combination of related experiences; a major aim of the program is to provide a variety of activities both on campus and in the public schools which will allow the student to examine and evaluate and generalize the relationships between theory and practice.

3) Continuous learning is enhanced when the climate is characterized by open communication with peers, faculty members and public school personnel.

4) Learning is maximized when the student develops a positive self-concept, which may humanize the teaching of students in the classroom.

5) Learning is further enhanced as the student acquires knowledge in the content areas to be taught.

The West Virginia Wesleyan Teacher Education Program includes a variety of areas of specialization for those interested in becoming teachers. Among these are Early Childhood, Special Education, Elementary, and Secondary specializations.

The Early Childhood Program prepares college students to teach at the nursery through primary levels. Ample opportunity is provided for practical experience with very young children. An Early Childhood Development Center owned by the College brings college students in the program into frequent and in-depth contact with the early childhood students.

The Special Education Program prepares college students to teach in the area of Mental Retardation at the elementary grade levels only.

The Elementary Program prepares college students to teach in the elementary schools. Subject specializations are provided for elementary education students, in addition to the general teacher education preparation, in one of the following fields: Art, French, Home Economics, Language Arts, Mathematics, Music, Health and Physical Education, Library Science, Science, Social Studies, and Speech.

The Secondary Program prepares college students to teach in the secondary schools in a wide variety of fields. Each student may prepare himself to teach in two of the following fields: Art, Business Principles, Secretarial Studies, Foreign Language, English, Library Science, Mathematics, Physical Education, Biology, Chemistry, Physics, or Speech; or a student may elect to prepare himself in only one comprehensive field in: Business Education, Language Arts, Mathematics, Music, Science, or Social Studies.

Students may also become Teaching Specialists who are prepared to teach on both the elementary and secondary levels in the following fields: Art, Music, Foreign Language, and Physical Education.

The beginning college student interested in becoming a teacher takes background courses during his first two years, and takes his first professional education course at the sophomore level.

The professional education sequence includes study and application of understanding in the history of education, philosophy of education, social foundations of education, human growth and development, educational psychology, learning theories, school curriculum, audio-visual media, tests and measurement, general principles and methods involved in teaching, and specific methods of teaching in the student's field of specialization. There is an increasing emphasis on an early involvement with children through tutoring and observation, plus numerous and varied practical experiences.

In the Wesleyan program the student is assigned in his senior year, after seven weeks of theory in the "Student Teaching Block," to a cooperating teacher in one of several counties in West Virginia. Under the supervision of College personnel, the student teacher observes the master teacher's methods, grades papers, actually teaches most or all of a normal teaching load, and in general assumes the duties and responsibilities of a classroom teacher during a seven-week period of student teaching.

Students should check under Instructional Offerings, Department of Education, in this Catalog, for specialization teaching program requirements. The student must become thoroughly familiar with the requirements for his chosen teaching specialization. The student is also responsible for maintaining close contact with an advisor in the Department of Education who will aid him in planning his four-year program.

Master of Arts in Teaching Program

College graduates holding initial teacher certification may earn a master's degree and permanent certification as elementary or secondary teachers in the fields of Art, Biology, Business Administration, Chemistry, English, Home Economics, Mathematics, Music, Physical Education, Physical Science, Social Studies or Speech and Dramatic Arts. The course of study and graduation requirements are detailed under instructional offerings, Department of Education.

Combination Degree Programs
(Institutional Affiliations)

Engineers — A "Three-Two" Course

(Leading to Bachelor of Science and Bachelor of Science in Engineering Degrees)

West Virginia Wesleyan and the University of Pennsylvania, in Philadelphia, offer cooperatively a five-year curriculum in liberal arts and engineering. The

student who elects to pursue this curriculum will devote the first three years in residence at West Virginia Wesleyan in a carefully planned program of study in the liberal arts and sciences which are basic to engineering. The last two years are spent in residence at the University of Pennsylvania completing the program in his chosen field of engineering.

Upon satisfactory completion of the fourth year of the program, the student is eligible to receive his Bachelor of Science degree from Wesleyan, and upon satisfactory completion of the fifth year, he is awarded a Bachelor of Science degree in his chosen field from the University of Pennsylvania.

Engineering options available at the University of Pennsylvania include:

Chemical and Biochemical; Civil and Urban; Mechanical and Applied Science; Metallurgy and Applied Science; Bioengineering; Computer and Information Science; Electrical; and Systems.

Wesleyan also offers a similar arrangement in cooperation with the University of Pittsburgh. For further information on either program, contact the Chairman of the Department of Mathematics.

Foresters — A "Three-Two and One-Half" Course

(Leading to Bachelor of Science and Master of Forestry Degrees)

West Virginia Wesleyan and the Duke University School of Forestry offer cooperatively an eleven semester curriculum in Liberal Arts and Forestry. The student who elects to pursue this curriculum will devote the first three years in residence at Wesleyan to a carefully planned program of studies in the liberal arts and the sciences basic to Forestry, and the last two and one-half years in residence at the Duke University School of Forestry where he will pursue a professional curriculum of his choice in Forestry.

Upon satisfactory completion of the fourth year of this coordinated course of study, the student is awarded the Bachelor of Science degree by West Virginia Wesleyan. Upon satisfactory completion of three additional semesters, the student is awarded the professional degree of Master of Forestry by the Duke University School of Forestry.

Options available in Forestry include Forest Resource Management and Forest Science.

Medical Technologists — A "Three-One" Course

West Virginia Wesleyan will grant a B.A. or B.S. degree, depending on college major, following successful completion of three years at the College, including all degree requirements, and a fourth year at a licensed school of Medical Technology. Although the college cannot guarantee placement in a medical technology school, it does have an affiliation agreement with the Memorial General Hospital of Elkins, West Virginia licensed for such instruction. The three-year program at Wesleyan must include:

1) Chemistry. A minimum of 16 semester hours is required. This must include one full academic year (two semesters) of a general college chemistry course, including lecture and laboratory, which may include qualitative analysis. The other courses to complete the requirements may be selected from qualitative chemistry, quantitative chemistry, organic chemistry, biochemistry, or other chemistry courses having prerequisites of one full year of general chemistry. It is strongly recommended that at least one semester of quantitative analytical chemistry be taken.

2) Biological Science. A minimum of 16 semester hours is required. The courses to meet this requirement may be selected from the following: general biology, zoology, botany, physiology, comparative anatomy, bacteriology, parasitology, histology-histologic technique, genetics, or other courses having as a prerequisite one full academic year of work in any of the preceding biological subjects. It is strongly recommended that at least one semester of a basic bacteriology course, including lecture and laboratory, be taken.

3) Mathematics. A minimum of one semester of college mathematics is required.

4) Electives sufficient to give a total of 96 semester hours of college credit. It is strongly recommended that a course in physics be included.

Further information may be obtained in the Office of the Vice President for Academic Affairs.

Study Abroad

The College is a member of the Association of Colleges and Universities for International-Intercultural Study

(ACUIIS). This organization sponsors undergraduate study abroad programs arranged and administered by the staffs of the two organizations. Teachers and resource persons are drawn from many countries and cultures. Although students are encouraged to acquire a basic competence in a foreign language, there is no language prerequisite for the program. All courses are taught in English.

ACUIIS sponsors an annual summer in Gratz, Austria, in European area studies and in music, and summer study-travel for faculty and student groups. The summer program at Gratz is seven weeks long and offers six to nine hours of academic credit. Since Gratz is a natural bridge between East and West, the Center has developed a curriculum which takes advantage of its geographical location. The courses are structured around "blocks" of significantly related material: Balkan Area Studies, Russian and Soviet Studies, Eastern and Central European Studies and a Summer Music Academy. The Music Academy offers three interest areas: Instrumental, Keyboard, or Vocal, with all students receiving both class and individual instruction.

A study year abroad is usually pursued during the student's junior year.

Wesleyan students may also participate in Experiment in International Living programs offered on a semester basis and during the summers. There are programs in Europe, Latin America, Africa, and Asia involving an orientation session in each instance, intensive language instruction (prior knowledge of the language is usually not required), a home-stay with a four-week seminar in contemporary culture, and a period of independent study and travel. From nine to fifteen hours of credit are awarded.

The Institute of European Studies offers summer, semester, and full-year programs abroad. The Institute offers a wide variety of liberal arts courses in seven European centers: Durham, Freiburg, London, Madrid, Nantes, Paris and Vienna. Most centers allow the student to enroll either for a semester or the full academic year. In addition, there are summer sessions which allow for language study.

Wesleyan also cooperates with other universities with study abroad programs, including the University of Evansville which sponsors an exchange program in England at its Harlaxton Manor Study Centre. Students from Wesleyan can attend and obtain one year of academic credit to be transferred to Wesleyan. In addition to classes, Harlaxton students are taken on field trips to places of historical and cultural importance in England.

Philosophy majors may study abroad one semester under learning contract at either Athens, Greece or Oxford, England.

Other programs abroad are available on a summer, semester or academic year basis. Wesleyan faculty often schedule study abroad courses during the Short Term session in January. By successfully completing academic study sponsored by an approved group either within or outside the Wesleyan community, a student may be assured of receiving full credit for his work abroad. In recent years, Wesleyan students have participated in programs in Colombia, England, France, Germany, Mexico, Israel, Switzerland, Austria, Japan, and Spain.

Usually a 2.00 cumulative average is required in order to gain admittance to study abroad programs. Most scholarships are transferable to the foreign study programs, and Wesleyan's Financial Aid office will assist students who wish to apply for deferred payment plans, special low-interest loans, and scholarships. The Study Abroad Advisor assists students in the choice of programs and in the application procedure.

The Honors Program

The Honors Program consists of several Honors Seminars offered each semester by a group of distinguished professors known as the Honors Faculty. The content of the seminars varies according to the interests of the Honors Faculty. The seminars may be in the form of tutorials, lectures, independent studies, or true seminars. Each seminar counts one to three semester credit hours as determined by the professor. Participating students are permitted maximum freedom and flexibility in selecting seminars on topics most closely reflecting their individual interests and academic needs.

To be eligible for an Honors Seminar a student must meet the following requirements:

1. If the student is an incoming freshman, he must be selected by the Honors Faculty and

Academic Dean on the basis of recommendations, class rank, high school G.P.A., and standardized test scores.

2. After the first semester, a student must have both a 3.5 cumulative G.P.A. and a 3.5 average in completed General Studies courses. These criteria must be met prior to each subsequent semester of participation. A student may participate in an Honors Seminar whenever he meets the G.P.A. requirements.

3. Each department may nominate one student each year to participate in one seminar regardless of the student's G.P.A. Such students may not graduate as honor students. The Honors Faculty will review and accept or reject the proposed project of any such student.

To be eligible to graduate as an *Honor Student* a student must have completed the following requirements:

1. He must have successfully completed *four Honors Seminars.*

2. He must have successfully completed a *Senior Thesis*. (2 or 3 credit hours). To qualify for the Senior Thesis a student must first complete four Honors Seminars. The nature of the thesis will be determined jointly by the Honors Student and the Honors Faculty. The merit of the thesis will be judged by the Honors Faculty. With departmental approval, the Honors Thesis may be substituted for the Departmental Comprehensive Examination.

Students successfully completing all requirements of the Honors Program will be awarded certificates of merit at the Awards Convocation, be recognized during the Commencement ceremonies, and have placed on their permanent records (transcripts) the designation of *Honors Student*. (A student who has not completed the requirements for graduating as an Honor Student may still graduate Summa Cum Laude, Magna Cum Laude, or Cum Laude if his G.P.A. meets the standards designated by the College.)

The Honors Faculty will normally be composed of one or two outstanding teachers from each division. They will be selected annually by the Academic Dean. Nominations may be solicited from Campus Honoraries and the four Divisions. It is expected that the composition of the Honors Faculty will change from year to year.

How To Graduate

Requirements for Graduation

In order to qualify for a degree, all students must:

1) Earn a minimum of 128 semester hours of credit;

2) Complete Option 1 (including a major and minor field), Option 2, or Option 3 under General Studies Requirements;

3) Achieve a "C" Average (2.00 Grade Point Average) in all college work attempted, in all college work attempted at Wesleyan, and in each major, minor, and individualized field of study.

Students should be thoroughly familiar with, and must assume responsibility for meeting degree requirements.

Except in specifically approved majors a maximum of 45 credit hours in the student major may be counted toward the 128 credit hours required for graduation.

Degrees Awarded

West Virginia Wesleyan College confers five academic degrees; **Bachelor of Arts** (upon graduates majoring in American Studies, Art, Chemistry, Christian Education, Economics, Education, English, French, Government, History, International Studies, Music, Philosophy, Physics, Psychology, Religion, Social Sciences, Sociology and Anthropology, or Speech and Dramatic Arts); **Bachelor of Music Education** (Music); **Bachelor of Science** (upon graduates majoring in Bi-

ology, Business Administration, Chemistry, Engineering Physics, Health and Physical Education, Health Physics Technology, Home Economics, Library Science, Mathematics, Nursing or Physical Science); **Master of Arts in Teaching**; and an **Associate of Arts** in Secretarial Science (two-year), Mine Management and in Computer Science.

For those students pursuing individualized programs, the appropriate degree (from those listed above) will be ascertained according to the content of the student's program.

Degrees With Distinction

Students who earn at least 92 hours at West Virginia Wesleyan and who complete all degree requirements with a scholarship quotient of 3.50 to 3.74 on both total record and credits earned at Wesleyan will be graduated *cum laude*; those who complete all such requirements with a scholarship quotient of 3.75 to 3.94 on both total record and credits earned at Wesleyan will be graduated *magna cum laude*; and those who complete all such requirements with a scholarship quotient of 3.95 will be graduated *summa cum laude*.

Accelerated Program

The College affords students an opportunity to complete their studies in a shorter time by offering two fourteen-week semesters, a short term, and three four-week summer terms annually. This makes it possible for a student to earn from 44 to 48 semester hours credit per year, and to complete a degree course in three years or less.

The accelerated program is equivalent in every respect to the regular four-year program. Under this program an exceptionally capable student may increase his semester load by one or two semester hours beyond the normal study load. (See Student Load.)

Academic Residency

In order to qualify for a degree, a student must earn in residence at least thirty-two semester hours of credit and at least twice as many quality points as semester hours.

The residence requirements must be met during the student's *last* thirty-two weeks in college prior to the awarding of his degree, unless waived for extraordinary reasons by the Committee on Admissions and Academic Standing.

Semester Hours

In order to qualify for a degree, a student must earn a minimum of 128 semester hours of credit. A semester is a fourteen-week term. In general, a course meeting one hour per week for one semester carries a credit of one semester hour; a course meeting two hours per week for one semester, two semester hours, etc.

Necessary Examinations

Comprehensive: A written or performance Comprehensive Examination or other method providing proper final academic evaluation of the student is obligatory in some major areas of study. The results of such evaluations must be recorded on the permanent record for all students.

Application for Degree

At least twelve months prior to anticipated completion of degree requirements, each candidate for a degree is required to file at the Office of the Registrar an application for a degree. This makes it possible to check requirements still to be met while there is still time to meet them. A charge of $5 is made for failure to comply with this regulation. Such failure may also result in postponement of graduation. This charge applies, also, to a revised application filed less than eight months prior to anticipated completion of degree requirements.

Contract Studies

The learning contract is a means of individualized instruction whereby the student enters into a written agreement with one or more faculty members to achieve specific educational objectives for academic credit. The contract objectives may be limited as those achieved in a single course or they may be extensive as those achieved in a semester or more. The student and faculty member agree on the ways the student will achieve his or her objectives, which may include attending classes, independent study, curriculum related employment, travel, field experience, internships, or any other activities realistically designed to bring the student desired results. The student and the faculty member also agree on the means of evaluating the student's accomplishments and determining a grade. The student may use the learning contract to gain knowledge and skill in an area of career field not covered by the regular curriculum of the College.

Cooperative Education

The Cooperative Education program incorporates actual work experiences into the college curriculum. There are two programs for cooperative experiences. The first provides for alternating semesters of full-time classroom study and full-time cooperative employment in a curriculum-related position. The second offers students the possibility of a part-time curriculum-related experience while attending college either full or part time. Cooperative education adds practicality to classroom education.

To join the Wesleyan Co-op program, a student should have completed the first half of the sophomore year; however, there may be exceptions. Application should be made during the freshman year or early in the sophomore year. Applications are obtained from the Registrar. Community college transfers should request an interview with the Registrar when they apply for admission to Wesleyan. Cooperative work experiences are analyzed and awarded credit by means of the learning contract.

To write a learning contract the student must follow these regulations:

1) Consult with an appropriate faculty member to see if a learning contract is possible.

2) Obtain the learning contract from the faculty member who will be the project supervisor and complete the contract form with that person. The contract must be approved by the Department or Division involved.

3) The learning contract must then be sent to the Registrar for approval by the Contract Learning Committee.

4) The contract must be made prior to registration to be part of the student's registration for that term. The student must register in order to receive credit.

5) The learning contract is separate from any employment application or work agreement.

6) If the cooperative student terminates his employment early, he jeopardizes his learning contract; his project supervisor, together with the Dean, will rule on the status of the contract in that case.

7) The copies of the contract are used as follows:
a) one copy to the project supervisor;
b) one copy to the student;
c) one copy to the Registrar's Office; and,
d) one copy to the employer.

8) There is a limit of 32 semester hours credit on contract studies.

9) The student must be a second semester sophomore in good academic standing.

Academic Regulations

Registration

When to register

All students must register at the beginning of each semester or summer term in accordance with the dates designated in the college calendar.

Students in residence during any semester or summer term preregister for the ensuing semester and/or summer term on dates designated. It is highly essential that preregistration be completed in order that provision may be made for class sectioning, textbooks and laboratory materials. A charge of $5 is made for failure to preregister on dates designated.

Changes in registration

Course changes can be made only with the approval of the Registrar. In order to minimize changes, the student should consult his advisor and, if necessary, his Divisional Chairman before registering.

No changes in registration, involving addition of new courses, may be made after the fifth day of classes in any semester, or after the first two days of classes in any summer term (of five weeks). (See Withdrawal from Courses in this section.)

Late registration

Except in cases of unavoidable delay, late registration is strongly discouraged. Students who enroll late will be required to reduce the number of hours for which they register, unless excused by the Committee on Admissions and Academic Standing.

Honor Code

The academic community of West Virginia Wesleyan College operates entirely within the scope of an honor system. This system was instituted initially in the academic area but is maintained as an instrument to establish the concepts of honor and integrity in all phases of the individual's life. The College believes that these qualities are essential for dealing with the problems of everyday life.

The honor system is set forth in an Honor Code. This code is enforced by all members of the campus community and is regulated by a student-faculty judicial board. All new students enrolling at Wesleyan are given a special orientation to the system, after which each student is expected to support the Honor Code.

Classification

When a student has met all entrance requirements, and has completed his registration, he becomes a freshman; when he has earned 32 semester hours of credit and 64 quality points, he becomes a sophomore; when he has earned 64 semester hours of credit and 128 quality points, he becomes a junior; and when he has earned 96 semester hours of credit and 192 quality points, he becomes a senior.

Scholarship Quotient

The term "scholarship quotient" is used to indicate the ratio of the total of quality points earned by a student to the total of semester hours for which he has registered, excepting (1) courses from which he has withdrawn passing; (2) courses in process, and (3) courses in which a grade of "Pass" was earned.

Student Load

The normal student load is fifteen credit hours per semester, and six hours per summer term. Students who are working part time, or who are failing to maintain a satisfactory scholastic record, are advised to carry a lighter load. The Committee on Admissions and Academic Standing may require the academically weak student to lighten his load. No student may register for more than seventeen credit hours in any one semester, or more than eight in any one summer term, without adequate grade point average and special permission of the Vice-President for Academic Affairs.

Dean's List

Superior scholarship is encouraged and recognized by the publication at the end of each semester of the Dean's List, which is constituted of students who have achieved a scholarship quotient of 3.35 or above for the semester, while carrying a load of at least 12 semester hours.

For purposes of qualifying for the Dean's List, a summer session will be treated as a semester. Students appearing on the Dean's List at least five times during their college work are awarded the Wesleyan Key for Scholarship at the end of their senior year.

Grades and Quality Points

Students must maintain at least a "C" average, that is a scholarship quotient of at least 2.00, in courses undertaken at West Virginia Wesleyan College, on total record, and in the major and minor fields.

GRADES AND QUALITY POINTS

Grades	*Explanation*	*Quality Points*
A	Excellent	4
B	Good	3
C	Average	2
P	Pass	0
D	Poor	1
F	Failure	0
I	Incomplete	0
W	Withdrew	0
FIW	Irregular Withdrawal	0

If a student who has been making a passing grade cannot complete his work in a course because of illness or other sufficient reason, an I (incomplete) is entered temporarily on his record. A course recorded as incomplete must be completed within the first six weeks of the next semester, except when an extension of time is granted by the Committee on Admissions and Academic Standing. Otherwise, the I automatically becomes an F. For purposes of making up an I, the summer session is considered as a semester.

Pass/Fail Courses

A junior or senior student may choose to take one elective course each semester to be marked on a Pass/Fail basis with the approval of the instructor and faculty advisor. The student may not use this option for courses which are required for general studies or are in his major or minor. The Pass or Fail will be entered on the student's permanent record, and, except for courses marked Fail, will fulfill hour requirements. The grade will not affect the Grade Point Average (GPA).

Attendance Requirements

Each student is responsible for attending classes, laboratory sessions and convocations. Missing any class or laboratory session, or substantial portion thereof, constitutes an absence. Missing sessions because of late registration constitutes absences. Each faculty member, within the framework of these regulations, is responsible for handling problems of attendance.

A student who, in the judgment of the Committee on Admissions and Academic Standing, has been grossly negligent in class attendance shall be subject to disciplinary action.

The Dean of Students periodically reports to the faculty those students missing classes due to illness, personal emergencies, or when on official college business.

Withdrawal from Courses

A student will be permitted to withdraw from a course only during the period specified in the academic calendar, and only when the circumstances fully justify this procedure. In order to withdraw from a

course, a student must complete the withdrawal form available in the Office of the Registrar.

If the student is granted permission to withdraw, W (withdrew) is entered on his record. If a student discontinues a course after the specified date for withdrawal and/or without permission of the Vice President for Academic Affairs, FIW (Failure, Irregular Withdrawal) is entered on his record.

Courses Repeated

A course in which the final grade is D or F may be repeated at Wesleyan with the permission of the Registrar. When a course is repeated, with permission, both the first grade received and the grade in the repeated course, with their related hours and quality points, shall remain a part of the permanent record. The first grade received will be ignored when computing the student's grade point average. For students in teacher education, state regulations limit the application of this policy to courses in which a D or F was earned during the first 60 semester hours of college work.

Academic Warning

A student who fails during any semester to maintain on total record a scholarship quotient of 2.00 or above, or fails to make passing grades (A, B, C, or D) in at least three-fourths of the hours for which he was registered, will be placed on the Warned List for the next semester in which he is in attendance, and notice thereof will be given to the student, his parents and all members of the faculty and administration of the College.

While a student is on the Warned List, he is ineligible to receive any grant-in-aid, workship, or scholarship.

Academic Probation

A freshman who fails during any semester to maintain on total record a scholarship quotient of 1.70, or above, will be placed on academic probation. A sophomore who fails during any semester to maintain a scholarship quotient of 1.80, or above, will be placed on academic probation. A junior who fails during any semester to maintain a scholarship quotient of 1.90, or above, will be placed on academic probation. A senior who fails during any semester to maintain a scholarship quotient of 2.00, or above, will be placed on academic probation. All such students must remain on academic probation until they have attained the scholarship quotient on total record required by their classification.

A student on academic probation who fails during one semester of probation to attain the scholarship quotient indicated above may be discontinued because of poor scholarship. A discontinued student may apply for readmission, but may not be admitted until two semesters after the discontinuation. (One complete series of summer sessions counts as one semester.)

For participation in musical organizations and dramatic productions, which are considered to be co-curricular and do not carry credit, the following average scholarship quotients must be maintained: 1.80 by the end of the second semester; 1.90 by the end of the fourth semester; 2.00 by the end of the sixth semester. In the case of departmental organizations, standards for participation are set by the organizations themselves. For participation in intercollegiate athletics, a student must meet the eligibility requirements of the West Virginia Intercollegiate Athletic Conference and be in good academic standing.

Suspension and Withdrawal

Students who incur an excessively large number of absences from any course(s), or who are otherwise grossly negligent of their studies, may be suspended from the course(s) involved, or from all courses, by the Committee on Admissions and Academic Standing, or may be permanently discontinued by said Committee. Students so suspended, or discontinued, shall have "F" entered on their permanent records for the courses involved.

West Virginia Wesleyan College reserves the right to require any student to withdraw, if his scholarship proves unsatisfactory, or if his presence jeopardizes in any way the ideals and standards the College seeks to maintain.

Credit by Examination

The College makes available to students an extensive program of credit by examination. Students must be enrolled at Wesleyan and be degree candidates to take advantage of credit by examination opportunities.

Students who take the College Entrance Examination Board subject examination(s) and achieve a score of three or higher may be granted credit in the appropriate course(s) upon enrollment at Wesleyan.

The College participates fully in the College Level Examination Program. Students may receive credit through the CLEP general examinations through the first month of enrollment as freshman only.

Approximately thirty-one CLEP subject examinations are available in courses of a general college nature. Credit may be granted in these courses when the student achieves the recommended score for awarding credit, as published by CLEP.

Students desiring to establish credit by examination in courses which are not available through CLEP may do so by taking institutionally prepared tests and receiving a passing grade as determined by the faculty.

Fees for all credit by examination are $20 for each examination (fees are not refundable). Duplicate credit by examination and/or regularly earned college credit will not be granted.

Students of exceptional ability or any students who have had extensive high school preparation in a given area are encouraged to take advantage of credit by examination. Interested persons should consult the Director of Testing.

Credit for Professional Education

A student who has completed at West Virginia Wesleyan three years of a "three-two" curriculum in engineering or forestry, as outlined in this Catalog, may substitute successful completion of the fourth year of such a program for the additional number of credits required for a degree.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, enter an accredited professional school, and transfer back to West Virginia Wesleyan enough credits in subjects approved by the Committee to complete the total number of credits required for a degree — provided the student has met fully all other degree requirements.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, substitute successful completion of two and one-half years of training in an approved school of nursing for the additional number of credits required for a degree — provided the student has met fully all other degree requirements.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, substitute successful completion of not less than one year of training in an approved school for medical technologists for the additional number of credits required for a degree — provided the student has met fully all other degree requirements.

The College is affiliated with the Merrill-Palmer Institute of Human Development and Family Life, a private institution with a program centering on human development and human relations. Students may take courses at the Institute for which Wesleyan grants credit. Along with attendance in classes, students observe and participate in situations involving an individual and his relationships to his family and his community. The Institute's emphasis on the "total" person — from conception to old age — gives students a unique opportunity to supplement their college studies.

Credit for Educational Experience in Armed Services

The College may grant appropriate credit, as recommended in *A Guide to the Evaluation of Educational Experiences in the Armed Services, 1968,* and as modified or superseded by later recommendations of the Commission on Accreditation of Service Experiences of the American Council on Education, to students who either submit satisfactory documentary evidence, or demonstrate on such tests as the College may prescribe, that they have achieved, through educational experience in the armed services, a satisfactory degree of mastery of any subject for which the College regularly gives credit.

In granting credit under these regulations, no duplication of credit will be allowed, and no fractional credits will be allowed.

Credit in physical education may be allowed for educational experience in the armed services only when the applicant has completed twelve continuous months of active military service.

Credit for educational experience gained in the armed services will be recorded only for persons who are currently enrolled as students in the College.

Interested persons should consult the Registrar.

Grade Reports

At the end of each semester, and at the end of each summer term, the College sends a report of each student's grades to his home address. Unsatisfactory grades only are sent at midterm.

Auditing

A person desiring to audit a course must obtain permission from the Vice President for Academic Affairs, register as an auditor, and pay the auditor's instructional charge for the course. (See Auditors In Expenses and Financial Aid section.) A full-time student may audit a course without having to pay the audit fee if the audited course does not create an overload.

Auditors take no examinations, submit no written work, do no laboratory work, and receive no credit for courses audited. Standards of academic progress and conduct for veterans are the same as for all students.

Divisional Offerings

Academic departments at Wesleyan are organized on a divisional basis in order to promote and coordinate interdisciplinary study.

Division I Humanities

Chairperson, Mow

Art: Cook, Oldaker, Thiedeman, Tinelli
Christian Education: Carr, Stealey, Wilmoth
English: Baldwin, DeFoe, Mallory, O'Brien, Saunders
Modern Languages: Field, Gurdak, Sun, Hamner
Music: Loftis, Dees, Gamble, Kendrick, Milburn, Parsons, Shafer
Philosophy: Mow, Capitan, Hill, Keating
Religion: Bercovitz, Davis, Gurdak, Holmes, Welliver
Speech and Dramatic Arts: C. Presar, Flaningam, Hammel, Norvell, S. Presar, Reed

Humanities 1, 2. **4, 4 hrs.**

An interdisciplinary experience during the freshman year that relates the value and worth of the humanities in the life of each individual student. In an integrated way each student actively participates in the creative arts (music, art, drama) as well as the more traditional humanities (literature, philosophy, etc.). The course brings together faculty from many disciplines and emphasizes small group experiences. Required of freshmen.

Personal Life Styles 6. **2 hrs.**

Primary focus on the process of decision-making. Content will be decision-oriented, not information-oriented. The study of this active process will be implemented through active discussion sessions wherein students will approach problem-solving in a disciplined but creative manner. The goal of the course is to assist each student in making his own private life decisions more effectively through the application of the decision-making process to simulated, comparative, and non-personal exercises and guided discussions. Information regarding specific

Instructional Offerings

1978-80

issues, such as choosing health insurance, alcohol and drug abuse, will be provided by resource persons. Emphasis in discussion of the multifaceted aspects of personal living will be interdisciplinary.

American Studies

American Studies is an interdepartmental program devoted to the study of the Americanization of culture and the impact, past and present, of religion, art, literature, economics, history, government, and other such influences on the philosophy and value system of the country.

The student interested in this course of study, which offers a combined major-minor, should consult with either the Chairman of the English Department or the Chairman of the History Department for advice in planning his curriculum. Courses will be obtained principally from the offerings of the Departments of English and History with additional courses from the Departments of Art, Religion, Government, Economics, Dramatic Arts, Philosophy, and Sociology.

All students are expected to take English 7, 8 and History 1, 2 in addition to 39 hours of courses applicable to the American Studies program. Twelve of these hours will be in the student's primary concentration area (either American Literature or American History); 9 hours in the student's second concentration area (either American Literature or American History); 15 additional hours or more from the appropriate courses offered by the other cooperating departments; and, in his junior or senior year, a three-hour comprehensive seminar in American studies or a substitute course offered by the Department of English.

Philosophy and Religion

Philosophy and Religion offer an area concentration major of 36 semester hours, with the approval of the student's faculty advisor, to students who have definite pre-theological plans.

Requirement for the major in Philosophy and Religion: a minimum of 12 semester hours in each department. Recommendations as to specific courses taken, depending on the student's interests and qualifications, include: Religion 10 and 20; Philosophy 2 and 7. The student is to select courses in consultation with his advisor.

Division II

Physical and Biological Sciences

Chairperson, Colson

Biology: Weimer, Colson, Glencoe, Gregg, McCormick
Chemistry: Capstack, Hamner, Holloway, Richter, Wolfe
Mathematics: Berry, Anderson, Honsinger, Klausewitz, Wiest
Nursing: Elliott, Bryant, Campbell, Craven, Farthing, Hinkle, Godsey, Jackson, Kauffman, McEldowney, McKinney, Miles, Piper, Purcell, TenBrink, Trusch
Physical Science: Holloway, Hickman, Sun, Wiest

Division III Social Sciences

Chairperson, Bright

Economics: Nair, Bayard, Young
Government: Lauber, F. Curry, White
History: H. Coston, R. Curry, Hunt, Martin, Peterson, Sharpe
Psychology: Richard Calef, Ruth Calef, Hess, Hiedemann, McHewitt, Piper, Vickers
Sociology and Anthropology: Bright, Peterson, Taplin, Warner

Social Science 1. **3 hrs.**
A learning experience which introduces the student to basic ideas and tools of the social sciences. The student will participate in one practical, field-study experience.

Social Science Seminar 2, 3. **Each 1-3 hrs.**
The content of the seminar and the form of instruction and study shall be proposed by concerned students and/or professors, and shall be approved by the division. The purpose of this course is to give multidisciplinary studies in response to interested students.

Social Science Major

Students must take Social Science 1, Economics 2, 3, Government 1, History 21, 22, Psychology 1, Sociology 2, plus 15 additional hours in the Division. This

list includes the 10 hours which the student must take to meet the general studies requirements in social science. Selection of courses must be in consultation with and with the general approval of the student's advisor and the Chairman of the Division of Social Sciences.

Social Science Minor

Nineteen semester hours, consisting of Economics 1, History 21, 22, 8; Social Sciences 1, and Sociology 2.

International Studies Major

A comprehensive International Studies major is offered by Division III as an alternative to majoring in a single department. A Program Coordinator, elected by the International Studies Committee, administers the major. Its aim is to provide a broad liberal arts foundation, a greater knowledge of foreign cultures, and an opportunity to concentrate in one or more regional studies.

The student will take Economics 2 and 3, and he will select 18 hours from a list of courses of an international nature, provided by the Program Coordinator. He will choose an additional 17 or 18 hours of regionally oriented courses (Asia, Europe and/or Latin America) from the Departments of Art, Economics, English, Government, History, Philosophy and Religion. He also will take a minimum of 6 hours of foreign language. Additional foreign language study, and participation in travel-study programs abroad are encouraged, and can be arranged through the Program Coordinator.

The Human Services Curricula

Careers and vocations in direct services to persons has long been a fundamental aspect of the academic program of West Virginia Wesleyan College. This emphasis receives attention in many aspects of the College's life such as education, nursing, and pre-professional training for medicine, the ministry, and the legal field.

The Human Services Curricula exist, however, to broaden the potential career opportunities for Wesleyan students interested in working with persons in a broad range of helping capacities. Within the curricula are various academic avenues or tracks which prepare the student for knowledgeable, proficient, and sensitive work with various types of clients. Presently within the Human Services group are interdisciplinary majors preparing persons for Services with Youth, Careers in Social Work, and training for work with the Vocationally Handicapped. Each program draws heavily upon a core of courses in the behavioral and social sciences in order to establish an adequate knowledge base for understanding human relationships and behavior. Uniquely, each program requires field placements for the student during his junior and/or senior year. Each placement setting is chosen with a focus on the student's vocational career so that actual on-the-job training can be achieved.

All of the Human Services majors require the completion of the General Studies program as stated in the College Catalog along with clear evidence of a successful field placement which will be guided through the Office of Cooperative/Contract Learning and the Division of Social Sciences.

Social Welfare Major

The curriculum in Social Welfare is designed for students who are seeking careers in the field of social work. Social work as a career field demands a basic knowledge of human behavior, an understanding of human motivation, a working knowledge of welfare provisions, and an awareness of bureaucratic systems operating at local, state and federal levels. For students seeking further expertise and specialization, graduate schools of social work are available at most major universities. However, bachelor level entrance into social work positions is promising with many four-year college graduates entering employment with state and federal agencies. In these instances Civil Service Examinations are required.

Basically the curriculum is composed of a strong core of work in the behavioral and social sciences with three distinctly professional courses required — Social Welfare, Social Work Practice and Method, and Field Experience in Social Welfare. Work in the departments of government and economics is encouraged to provide an understanding of the legislative process underlying social policy development and problems associated with income maintenance.

Careers in social work cover a wide range of opportunities including employment in corrections,

public welfare, mental health and mental retardation, planned parenthood, family services, adoption, medical-hospital social work, gerontology, group work, public school social work, and private welfare services.

Field placement or internship is required of the student during any of his last three semesters dependent upon successful completion of the professional and supportive courses. Ample evidence should be available of a sufficient base of knowledge to benefit from the experience and contribute to the placement agency. Each placement shall be made with due regard for the student's career aspirations.

The following core of required courses and recommended electives is made after study and involvement with the Council on Social Work Education, the Southern Regional Educational Board's Undergraduate Social Work Program, and discussions with undergraduate social work educators in West Virginia. The student is encouraged to select electives in consultation with his advisor based upon his career interests.

Social Welfare Curriculum

Required Courses:
(23 credit hours plus 12-15 credit hours in a Field Internship).

All General Education requirements of Wesleyan
30 002 Principles of Sociology (3)
28 001 General Psychology (3)
30 015 Social Welfare (3)
30 014 Social Work Method & Practice (3)
30 026 Marriage and The Family (3)
30 011 Racial and Ethnic Relations (3)
28 003 Child & Adolescent Psychology (3)
30 012 Research Methods in the Social Sciences (3)
30 020 Field Experience in Social Welfare (prerequisites — 20 015 & 30 014 in sequence)

Recommended Electives:
(Student should exhibit a broad and diverse range of these electives with due consideration for his career objectives. Credit hours required are 15.)

16 001 Federal Government (3)
16 002 State and Local Government (3)
10 002 & 003 Principles of Economics (6)
28 008 Abnormal Psychology (3)
28 013 Human Relations Training (3)
30 005 Criminology (3)
28 015 Behavioral Modification (3)
28 020 Theories of Counseling (3)
30 019 Urban Society (3)
30 003 Appalachian Studies (3)

Rehabilitation Major

The rehabilitation of people to personally satisfying and productive roles in life is a career area of much promise. Substantial federal monies are being spent for the rehabilitation of persons who suffer the handicapping effects of birth defects, including retardation, and impairment of speech, hearing and sight, as well as handicaps resulting from accidents on the job, in the home, and on the highway. The West Virginia State Division of Vocational Rehabilitation maintains regional offices as well as a fully equipped Rehabilitation Center at Institute, West Virginia. Graduate programs in Rehabilitation Counseling are offered by West Virginia University and the University of Maryland as well as other institutions. Bachelor degree employment opportunities are available in state and private agencies as well as industry.

The following occupational titles fall within the range of rehabilitation: physical therapy, speech therapy, occupational therapy, recreational therapy, special education, and vocational rehabilitation. In all instances graduate study is encouraged, but bachelor level job candidates are receiving much encouragement. Those persons wishing to enter the field of physical therapy may do preparatory work at West Virginia Wesleyan before entering a certified school of therapy. Those seeking to work within public school systems should seek teacher certification. Civil service examinations are required for state and federal public employment.

In addition to the completion of the General Education Requirements of the College, the following courses comprise the core of the program:

Required Courses:
(Minimum of 29 credit hours plus 8-15 credit hours in a Field Internship).

04 001 & 003 Biological Science (7)
25 015 Anatomy and Physiology (4) or for persons entering medical careers such as physical therapy — 04 005 & 006 Human Anatomy and Physiology (8) (prerequisite, Chemistry 1 or 3)
28 001 General Psychology (3)
30 002 Principles of Sociology (3)
11 009 Human Growth and Development (3)
or
28 003 Child and Adolescent Psychology (3)
11 026 Areas of Exceptionality in Special Education (3)
25 018 Kinesiology (3)
25 014 Adapted Physical Education (2)
28 010 Physiological Psychology (3)

Off-campus field internship in a rehabilitation setting (8-15) (Before undertaking the field placement the student must give ample evidence of academic preparation in order to understand and gain from such an experience. His work in the field internship will be evaluated carefully to ascertain intellectual growth and proficiency).

The student is encouraged to choose from among the following electives basing his selection upon the advice of his counselor and in conjunction with the student's career objectives. Fifteen credit hours are required.

30 015 Social Welfare — History, Problems & Prospects (3)
30 014 Social Work Method and Practice (3)
25 004 Exercise Physiology (4)
28 008 Abnormal Psychology (3)
28 004 Psychology of Learning (3)
28 015 Behavioral Modification (3)
28 020 Theories of Counseling (3)
28 009 Psychological Tests and Measurements (3)
32 002 Introduction to Speech Communication
32 005 Speech & Language: Development and Correction (3)

11 027 Education of the Exceptional Child (3)
11 028 Education of the Mentally Retarded (3)
11 014 Teaching of Reading (3)
18 019 Housing (2)
18 020 Home Equipment (2)

Those persons seeking expertise, licensing, and certification in the field of physical therapy, speech therapy, and special education should consult respectively the Department of Health and Physical Education, the Department of Speech, or the Department of Education. Wesleyan offers only preparatory work in physical therapy, and not advanced academic training.

During one of the final three semesters, the student will be given a full semester's field internship in a rehabilitation setting best suited to further his career objectives. This can include a placement in the rehabilitation department of a hospital, the West Virginia State Rehabilitation Center, one of a number of schools and centers for mental health and mental retardation, a family practice center such as the one developing in Clarksburg, or a state mental hospital.

Youth Services Major

The Youth Services Major is designed to prepare the student to work with adolescents and older youth, particularly those who have special needs. Academic preparation is largely through the Departments of Sociology, Psychology, and Government. The program includes work in liberal arts subjects as well as off-campus internships during the junior and senior years. Students are prepared to work with problem youth through agencies such as welfare services, juvenile courts, reform schools, detention homes, group homes, YMCA/YWCA, Scouts, and offices of probation and parole.

The program has been developed in consultation with the Menninger Foundation of Topeka, Kansas, and the Merrill-Palmer Institute of Human Development and Family Life, Detroit, Michigan.

1. Students must complete General Studies Requirements of West Virginia Wesleyan College.
2. On-campus study shall include 30 credit hours of study.
   A) Ten credit hours required:
      30 002 Principles of Sociology (3)
      28 003 Child and Adolescent Psychology (3)
      16 001 State and Local Government (3)
      30 021 Readings in Sociology (1)

B) Twenty elective credit hours to be chosen in consultation with advisor with specific vocational goals in mind.

30 003 Appalachian Studies (3)
30 005 Criminology (3)
30 026 Marriage and The Family (3)
30 025 Juvenile Delinquency (3)
30 011 Racial and Ethnic Minorities (3)
30 019 Urban Sociology (3)
30 015 Social Welfare (3)
30 014 Social Work Methods and Practice (3)
16 016 Criminal Justice (3)
16 004 Public Administration (3)
28 008 Abnormal Psychology (3)
28 015 Behavioral Modification (3)
28 013 Human Relations Training (3)
28 020 Theories of Counseling (3)
28 006 Social Psychology (3)
11 014 Teaching of Reading (3)

3. Merrill-Palmer Institute. During the junior year the student will spend two terms (quarters) at the Merrill-Palmer Institute. The Merrill-Palmer Institute will introduce students to urban life and the institutions which serve youth with special needs. Students will spend 1½ to 2 hours each day in the classroom, and several hours each day "on the scene" in Detroit, under the supervision of the Merrill-Palmer staff and persons in the community who work with youth in the city. 18 hours credit.

4. Internship. During one semester of the senior year the student will work "in the field" at an institution agreed upon by the student and his/her advisor. An approved field placement must be located by the student, but the advisor will assist in the placement. The placement must be under the supervision of a responsible professional person in the field who is willing to supervise the student. Criteria for such a program are to be worked out in accordance with the guidelines developed by the Office of Contract Learning at West Virginia Wesleyan College. The experience should occur in the Spring semester of the senior year. 15 hours credit. Alternative: Student may fulfill this requirement in summer placement.

NOTE: A student may choose to complete a "regular" major in Sociology, Psychology, or Government, or to complete the Social Welfare Major along with the Youth Services Major. Such a plan must be worked out with appropriate advisors.

Division IV

Applied Arts and Sciences

Chairperson, Ivey

Business Administration: Ruhlow, Berisford, Clemens, Craig, Davis, Gum, Law, Wallace
Education: Ivey, Balch, Burgess, P. Coston, Green, L. Hinkle, Hughes, Marks, McArdle, Miller, Newberger, Nickell, Siewert, Stealey, Wilmoth
Health and Physical Education: Myers, Braine, Brooks, Carpenter, Ellis, Haas, Horner, Ross, T. Martin, Smith, Tracewell
Home Economics: Halverson, S. Miller, Simmons, Walls
Library Science: Burns, Androczi, Crutchfield, Judy Martin

Techniques of Study 5. 1 hr.

An introductory course designed to help students develop learning skills and a systematic approach to learning. (Normally completed in 7 weeks.)

Reading and Study Development 6. 2 hrs.

An introductory course in the processes involved in reading and studying, designed to help students increase the effectiveness of their own reading and studying. Attention will be given to methods of reading in various disciplines, techniques of note-taking, test-taking, and development of flexibility in reading. Opportunity will be given to improve comprehension, vocabulary, and rate of reading.

Reading and Study Development Laboratory Practicum 7. **1 hr.**

An individualized laboratory experience designed to allow each student to strengthen reading, writing or study skills. *Prerequisites:* Reading and Study Development Course and recommendation from the Director of the Learning Center.

Departmental Offerings

Art

Cook, Oldaker, Thiedeman, Tinelli

The art program is designed to develop a knowledge of basic aesthetic elements and provide the opportunity to develop one's creative potential. Emphasis is placed on the training and development of the student's individual talents in such areas as painting, drawing, ceramics, printmaking, sculpture, and other media. A studio atmosphere encourages participation and discussion among students and teachers. The art program of study fulfills the need to give the student a wide range of ideas and insights that will enable him to fit his interests into some context relevant to the world around him.

The curriculum is designed to fulfill the needs of the liberal arts student with an incidental interest in art as well as the visual arts major who is interested in a professional career in art.

If the student is preparing to teach art, he supplements his studio training with education courses, including special methods and practice teaching.

Requirement for Major:

36 semester hours, including twelve hours of Painting (Art 8, 9, 19, 20), nine hours of Drawing (Art 2, 3, 13), Creative Design (Art 5, 6), Survey of Art (Art 23, 24), and six hours in one other studio field (Sculpture, Ceramics, Printmaking). In addition, all seniors are required to present a show of their work under the supervision of the faculty.

Requirement for Minor:

24 semester hours, including six hours of Painting (Art 8, 9, 19, 20), six hours of Drawing (Art 2, 3), Creative Design (Art 5, 6), and Survey of Art (Art 23, 24).

1. Art Appreciation. **2 hrs.**
An introductory course designed to aid the student in his own appreciation of art, by providing him a basis for aesthetic judgment. Great works of art, illustrative of historical styles of architecture, sculpture, and painting, are studied with attention to line, form, space, and color. Illustrated by slides, reproductions, and when possible, original works of art. May be taken for credit by art majors as an elective.

2. Basic Drawing. **3 hrs.**
Introduction to fundamentals of drawing. Analysis and rendering of line, form, value, texture, and color through use of various media. Principles of balance, proportion, rhythm, and unity.

3. Basic Drawing. **3 hrs.**
Continuation of 2. Students who have not completed Basic Drawing 2 must have permission of the instructor.

4. Beginning Ceramics. **3 hrs.**
An introduction to high and low fire ceramic media: ceramics as a traditional craft form, relating to the creation of functional objects, and as a contemporary art form dealing with hand-built forms, fundamental techniques of decorating, glazing, and firing.

5. Creative Design. **3 hrs.**
Introduction to a study of the elements of design, applicable to all problems of visual expression. Comprehensive consideration of the principles of color and composition. Experimentation and practice in problems related to both two-dimensional and three-dimensional design.

6. Creative Design. **3 hrs.**
Continuation of 5. Students who have not completed Creative Design 5 must have permission of the instructor.

7. Creative Expression in Fine and Applied Arts. **3 hrs.**
An introductory course designed primarily for teachers. Materials and methods for helping children experience creative expression through the use of various media (pencil, crayons, pigments, modeling clay, etc.) and crafts. The application of elementary principles of art to aspects of life.

8. Painting I. **3 hrs.**
Introduction to Painting. Comprehensive consideration of the principles of design and color and their application to pictorial composition. Experimentation in various media.

9. Painting I. **3 hrs.**
Introduction to Painting. Continuation of 8. Students who have not completed 8 must have permission of the instructor.

10. Sculpture. **3 hrs.**
Introduction to the principles of achieving expressive form in the round and in the relief. Relationships of line, value, texture, and color to the sculptural form. Media include clay, plaster, plastiline, wood, metal, and various other materials. May be repeated for credit. *(Offered in alternate years).*

11. Summer Painting Workshop. **3 hrs.**
An introduction to the development of painting techniques in various media (oil, acrylics, and watercolor; student may select media). Emphasis is placed on landscape painting with field trips to various locations of artistic interest. A course designed primarily for non-art majors.

12. Advanced Ceramics. **3 hrs.**
Continuation of Ceramics 4. Consideration of complex hand-built forms and techniques of wheel-forming. Study of basic glaze chemistry and body formulation, advanced decorating techniques, and various firing methods. Emphasis on experimental techniques and individual creative expression. *Prerequisite:* Art 4. *May be repeated for credit.*

13. Advanced Drawing. **3 hrs.**
The drawing considered as an art form with experiments in the emotional quality of drawing. Emphasis on quality and the development of a personal creative expression. *Prerequisites:* Art 2, 3 or the equivalent. *May be repeated for credit.*

14. Advanced Print Workshop. **3 hrs.**
Exploration of advanced problems and techniques in printmaking. Emphasis on the development of professional quality. *Prerequisites:* Art 19, 20. *May be repeated for credit. (Offered in alternate years).*

15. Art in America. **2 hrs.**
A survey course in Fine Arts restricted in scope to a view of the principal American artists and their contributions to our western cultural heritage. The emphasis will be in the major fields of architecture and painting and will cover American Colonial Art to the Art of Contemporary America. Primarily a lecture course with visual aids such as slides and films. *Prerequisites:* Humanities 1 and 2, or the equivalent. *(Offered in alternate years).*

16. Methods of Teaching Art. (Grades 7 through 12) **3 hrs.**
Materials and methods for teaching Art on the secondary level using various media and crafts. The application of art to aspects of life. The course is required for accreditation in Art, grades 7 through 12. *Prerequisites:* Education 6 and junior or senior classification with permission of the department.

17. Methods of Teaching Art. (Grades 1 through 12) **4 hrs.**
Materials and methods for teaching Art on the elementary and secondary levels using various media (pencil, crayons, pigment, clay, etc.) and crafts (simple pottery, silk screen, fabric design, etc.). The application of art to aspects of life. The course is required for a comprehensive accreditation in Art, grades 1 through 12. *Prerequisites:* Education 6 and junior or senior classification with permission of the department.

18. Modern European Art. **2 hrs.**
A survey course designed to aid the student in the appreciation of modern European art through a concise account of the movements which together constitute the extremely complex change that has taken place in the art of painting, sculpture, and architecture during the past half-century. Primarily a lecture course illustrated by slides, reproductions, and when possible, original works of art. *Prerequisites:* Humanities 1 and 2 or the equivalent. *(Offered in alternate years).*

19. Painting II: Advanced. **3 hrs.**
Intensive investigation of composition and technique in painting with emphasis on the development of individual style. Student may work in various media.

Prerequisites: Art 2, 3, 8, 9, or the equivalent. *May be repeated for credit.*

20. Painting II: Advanced. **3 hrs.**
Continuation of 19. Students who have not completed 19 must have permission of the instructor. *May be repeated for credit.*

21. Printmaking. **3 hrs.**
Emphasis is placed on the fundamentals of serigraph and related graphic processes. Areas studied will include relief and stencil techniques. *Prerequisites:* Art 2, 3, 5, 6.

22. Printmaking. **3 hrs.**
May be taken as continuation of Printmaking 21 or as a separate course. Emphasis on intaglio processes: soft and hard ground etching, drypoint, aquatint, engraving, etc. Also study of experimental processes: colligraphy, lucite engraving, combined relief and intaglio techniques, etc. *Prerequisites:* Art 2, 3, 5, 6.

23. Survey of Art I: Ancient and Medieval. **3 hrs.**
Historical study of architecture, sculpture, painting, and the minor arts of the western world. Art is presented as an objectification and record of man's major beliefs and ideas. *Prerequisites:* Humanities 1 and 2, or the equivalent.

24. Survey of Art II: Renaissance and Modern. **3 hrs.**
Continuation of 23. *Prerequisite:* Humanities 1 and 2, or the equivalent.

25, 26. Independent Study. **Each 1-6 hrs.**
Individual creative study in any of the technical areas of the department. *Prerequisites:* Art majors with senior classification and permission of the instructor. *One to six hours each semester but not more than six hours total.*

Biology

Weimer, Colson, Glencoe, Gregg, McCormick

The objectives of this department are: (1) to make available to students the cultural and practical values of biology, (2) to provide preprofessional training for students who plan to enter schools of dentistry, medicine, forestry, or other graduate schools, and (3) to provide adequate training for students who expect to become teachers of biology, laboratory technicians, or have other career objectives related to the field.

Requirement for Major:

24 semester hours, including 1, 2, 26 or 27, and a sequence of other courses approved by the faculty of the department. Students majoring in biology must take Chemistry 1, 2 in their freshman or sophomore year. Chemistry 17, 18 is recommended. Mathematics 2, or two years of high school algebra with grade of B or A, is required.

Biology majors must take at least one course in each of the following fields:
Field Studies and Taxonomy: 8, 9, 11, 13, 14, 18, 20, 23.
Molecular Biology, Physiology, and Genetics: 15, 19, 21, 5 and 6*.
Structural and Developmental Biology: 7, 10, 16, 22, 5 and 6*.

Requirement for Minor:

14 semester hours, including Biology 1.

Where a prerequisite is required for a course, a failing grade in the prerequisite course will not satisfy the requirement.

1. Principles of Biology. **4 hrs.**
A survey of the principles of biology at the molecular and cellular levels, including energetics, reproduction, and genetics, and also including principles of evolution and ecology. A prerequisite course for all other biology courses. *Laboratory included.*

2. Diversity of Function and Organisms. **4 hrs.**
The diversity and phylogeny of animals and plants and a comparative study of their structure and physiology. Required of Biology majors, but also open to non-majors. *Prerequisite:* Biology 1. *Laboratory included.*

3. Man and Nature. **3 hrs.**
A study of man and of his relationship to the natural world. Major topics will include human evolution, normal and abnormal functioning of the human body,

*Counts for only one field.

contemporary environmental problems and recent advances in medical and biological science. Controversial topics of moral and ethical concern will be discussed. For non-majors. *Prerequisite:* Biology 1 or permission of instructor. *Laboratory included.*

5. Human Anatomy and Physiology I. **4 hrs.**
A study of the structure and function of the human body with emphasis on cells, tissues, skin and the coordination and control of body movements; Skeletal, Muscular and Nervous systems are covered. Laboratory and lectures. *Prerequisites:* Biology 1, and Chemistry 1 or 3.

6. Human Anatomy and Physiology II. **4 hrs.**
A continuation of Biology 5; emphasis is placed upon the interactions of Endocrine, Cardiovascular, Respiratory, Digestive, Urinary, and Reproductive systems and the maintenance of metabolism and fluid and electrolyte balance of human body. Laboratory and lectures. *Prerequisites:* Biology 5, and Chemistry 1 or 3.

7. Comparative Anatomy. **4 hrs.**
Relationships between the different groups of vertebrates are considered by detailed reference to organs, systems, and total structure. Laboratory involves dissection of several animals selected as types. *Prerequisites:* Biology, 1, 2.

8. Dendrology. **4 hrs.**
A study of the trees of the North American Continent with emphasis on those of the Eastern Deciduous Forest, including systematic identification and economic importance of the species. A general introduction to forest ecology and basic silvical practices is also included. *Prerequisites:* Biology 1, 2.

9. Ecology. **4 hrs.**
A study of the relationships of plants and animals to their environment. The concepts of energy flow, ecosystems, communities, and population ecology (including man) will be discussed. Assigned readings and discussion of original source materials. Lectures, laboratories and field trips. *Prerequisites:* Biology 1, 2 and Chemistry 1.

10. Embryology. **4 hrs.**
A study of the production of germ cells, segmentation and development of the embryo, and growth of the principal organs and tissues in typical vertebrates. *Prerequisites:* Biology 1, 2.

11. Entomology. **4 hrs.**
A study of insects, their structure, physiology, classification, and economic significance. Field trips. *Prerequisites:* Biology 1, 2.

13. Field Biology. **3 hrs.**
A series of summer course offerings which will deal with biological concepts which can be treated effectively only by intensive field study. As topics will change from year to year, this course may be taken more than once with the approval of the professor and the head of the Biology Department. *Prerequisite:* Permission of the instructor.

14. Field Botany. **4 hrs.**
Principles of taxonomy. Identification and classification of higher plants, emphasizing those of West Virginia, and including treatment of geographical distribution, cytogenetics, economic significance, etc. Field trips. *Prerequisites:* Biology 1, 2.

15. Genetics. **4 hrs.**
A study of the principles of inheritance and the nature of the genetic material. Emphasis upon contemporary developments. Training in laboratory procedures, statistical treatment of data, and logical interpretation of scientific research. *Prerequisites:* Biology 1 or Chemistry 1; and Mathematics 1 or with consent of instructor.

16. Histology. **4 hrs.**
A study of animal tissues including a survey of techniques and laboratory practice in selected procedures. *Prerequisites:* Biology 1, 2.

18. Invertebrate Zoology. **4 hrs.**
A systematic study of the invertebrate phyla with special emphasis on adaptations for various modes of existence. Lectures, laboratories and field trips. *Prerequisites:* Biology 1, 2.

19. Microbiology. **4 hrs.**
A study of microorganisms such as bacteria, lower fungi, and viruses and their ecology, relationships to health, preparation and preservation of foods, use of water, agriculture, and industry. Training in labora-

tory techniques. A foundation course for students preparing for careers in medicine, medical technology, home economics, and board of health work. *Prerequisite:* Biology 1.

20. Parasitology. **4 hrs.**
A study of the morphology, life history, epidemiology, and pathogenicity of animal parasites affecting man and animals. Laboratory and lectures. *Prerequisites:* Biology 1, 2.

21. Physiology. **4 hrs.**
Emphasis upon the operation of life at the levels of the cell and of the total organism. Strongly oriented toward molecular biology. *Prerequisites:* Biology 1, and Chemistry 1, 2, 9.

22. Plant Anatomy. **3 hrs.**
A developmental approach to a study of the anatomy of seed plants including some basics of the plant embryogenesis and morphogenesis. *Prerequisites:* Biology 1, 2

23. Vertebrate Zoology. **4 hrs.**
A study of the evolution, adaptations, and natural history of the vertebrates. Lectures, laboratories and field trips. *Prerequisites:* Biology 1, 2.

24, 25. Individual Studies in Biology. Each 1-2 hrs.
Directed readings and/or special projects in specialized areas of the field. Designed to give students an opportunity to pursue particular areas of interest. Open to selected junior and senior students by approval of the professor concerned and head of Biology Department.

26, 27. Seminar. **Each 1 hr.**
Biological subjects read and discussed. Papers presented by members of the class on biological topics of interest. Current biological literature is especially considered.

28. Plant Physiology **4 hrs.**
An introduction to the basic principles of plant physiology, emphasizing processes of nutrition, energy conversion, metabolism, growth, reproduction, development, and senescence in higher plants. For each process, regulation by both external and internal environments will be considered. *Prerequisites:* Biology 1, 2 and Chemistry 9, 10 (Chemistry 10 may be taken concurrently) or permission of instructor.

Business Administration and Business Education

Ruhlow, Berisford, Clemens, Craig, Davis, Gum, Law, Wallace

Education for a career in the business world must provide students with the intellectual competence to become successful, responsible, and creative business leaders. To this end the faculty seeks to develop in students both a thorough understanding of the diverse operational problems involved in a business world of changing dimensions, and insights into their solutions.

In an attempt to master the more specialized aspects of business, students are encouraged to explore social and other cultural values. The exacting demands which face the executive require that he possess more than a high degree of professional competence. He must have a broad grasp of general business fundamentals and a full awareness of the economic, social, and human forces which form the background against which his business career will be pursued. The curriculum is formulated upon the realization that an effective career in business leadership must be based upon a broad cultural foundation.

The courses offered meet the needs of those intending to enter one of the fields of business, pursue graduate study, or teach business subjects.

Business Administration Requirement for Major:

Four areas of concentration are possible for majors in this department: Accounting, General Business, Management, and Business Education. Psychology 5 (Business and Industrial Psychology) may be credited toward this major.

1. A concentration in Accounting consists of 45 hours, including Business Administration 1, 2, 3, 9, 10, 11, 18, 19, 20, 21, 22, 23; Business Education 1; Economics 9.
2. A concentration in General Business consists of 36 hours including Business Administration 1, 2, 3, 9,

10, 11; Business Education 1; Economics 9. The remainder of the courses (not necessarily courses in Business Administration) are to be determined by the student and a faculty committee and/or advisor to fit the needs and interests of the individual student.

3. A concentration in Management consists of 45 hours, including Business Administration 1, 2, 3, 9, 10, 11, 13, 14, 15, 16, 17; Business Education 1; Economics 9.

Requirement for Minor:

15 semester hours, including Business Administration 1, 2.

1. Principles of Accounting. **3 hrs.**
Introduction to the fundamental principles involving business transactions necessary for financial reporting. See Business Administration 2.

2. Principles of Accounting. **3 hrs.**
Continuation of Principles of Accounting 1. *Prerequisite:* Business Administration 1.

3. Marketing. **3 hrs.**
Introduction to marketing fields including consideration of market forces, structures, and functions.

4. Retail Merchandising. **3 hrs.**
Introduction to principles of retail merchandising and management, including selection of location, internal layout, departmentalization, control, and public relation.

5. Salesmanship. **3 hrs.**
Introduction to selling viewed from principles and practices, management, policy formulation, the selling process, selecting personnel and training.

6. General Insurance. **3 hrs.**
Introduction to principles underlying all forms of insurance. Theory of risk and its application to insurance.

7. Advertising. **3 hrs.**
Introduction to the study of advertising theory and application in various media.

8. Economics of Consumption. **3 hrs.**
A study of consumption, with special emphasis on its practical aspects. This course deals with merchandise values, labels, advertising, installment purchasing, insurance, rent, home ownership, and consumer protection policies. *Prerequisite:* Business Administration or permission of instructor.

9. Business Statistics. **3 hrs.**
Statistical methods applicable to business and economics including collection, analysis and interpretation of data. *Prerequisite:* Business Administration 2.

10. Business Law. **3 hrs.**
A general survey of law, emphasizing commercial law but covering also other legal subjects like divorce, torts and criminal law. *Prerequisite:* Business Administration 2.

11. Business Law. **3 hrs.**
Continuation of Business Law 10. *Prerequisite:* Business Administration 10.

12. Business Communications. **3 hrs.**
Focuses on principles and techniques involved in organizing ideas, decision-making, writing effective business letters, and presenting reports, both oral and written. *Prerequisite:* Business Administration 2.

13. Principles of Management. **3 hrs.**
The fundamentals of management underlying the organization and operation of business firms; governmental regulations of business practices. *Prerequisite:* Business Administration 2.

14. Managerial Accounting. **3 hrs.**
A survey of accounting principles from the viewpoint of management; income measurement; analysis of interpretation of accounting data; internal reports. Emphasis on how accounting information can be used as a guide in making decisions. *Prerequisite:* Business Administration 2.

15. Corporation Finance. **3 hrs.**
The financial organization and management of the business corporation. *Prerequisite:* Business Administration 2.

16. Personnel Management. **3 hrs.**
Personnel problems of operating management. Policy decisions and practices involving selection, recruit-

ment, training, job analysis and evaluation, work load, motivation, remuneration, morale, discipline, personnel appraisals, management development and other areas. *Prerequisite:* Business Administration 2.

17. Labor-Management Problems. **3 hrs.**
A survey of the chief labor problems encountered in American industry. *Prerequisite:* Business Administration 2.

18. Intermediate Accounting. **3 hrs.**
A study of the fundamental principles of valuation and their implication in the preparation of financial statements. Special considerations given to accepted and alternative methods used in the accounting process. *Prerequisite:* Business Administration 2.

19. Intermediate Accounting. **3 hrs.**
Continuation of Intermediate Accounting. *Prerequisite:* Business Administration 18.

20. Income Tax Accounting. **3 hrs.**
Emphasis on income tax provisions as they relate to the individual and the business enterprise. *Prerequisite:* Business Administration 2.

21. Cost Accounting. **3 hrs.**
Place of cost accounting in the general field of accounting. Emphasis is placed on accumulation, analysis, and control of costs. *Prerequisite:* Business Administration 2.

22. Cost Accounting. **3 hrs.**
Continuation of Cost Accounting 21. *Prerequisite:* Business Administration 21.

23. Auditing. **3 hrs.**
Work of accountant in investigating, interpreting and appraising accounting and related records. *Prerequisite:* Business Administration 21.

24. Advanced Accounting. **3 hrs.**
A study of partnerships, special sales procedures, consolidation, fiduciaries, governmental and institutional units, and actuarial science. *Prerequisite:* Business Administration 19.

25. Seminar in Business Administration. **3 hrs.**
The student applies the knowledge acquired in basic business administration courses to analyze and solve specific business problems. *Prerequisites:* Business Administration 2, 12 additional hours in the field of Business Administration, and senior standing.

26. Quantitative Methods. **3 hrs.**
A study of the applications of mathematical techniques to the solution of problems of business. Emphasis is placed on the use of methods and the related techniques used in the solution of problems that arise in modern business enterprises. *Prerequisite:* Business Administration 9.

Business Education

Requirement for a Major:

A major in Business Education consists of Business Administration 1, 2, 10, 11; Business Education 1, 2, 7, 8, 9, 10, 11. Students who desire teaching certification have three choices of certificates for secondary school teaching. The specific requirements and the minimum standards for each may be found under Teacher Education Listings.

Requirement for Minor:

15 semester hours, including 2, 7, 8, 9, 10, 11.

1. Business Mathematics. **3 hrs.**
Introduction to methods employed in rapid calculations of problems relevant to Business.

2. Office Machines. **2 hrs.**
Operating rotary and electronic calculators in conjunction with problem-solving. *Prerequisite:* Business Education 1.

3. Shorthand. **3 hrs.**
Introduction to theory and practice of the techniques of Gregg Shorthand, Diamond Jubilee Series.

4. Shorthand. **3 hrs.**
Continuation of Shorthand 3. *Prerequisite:* Business Education 3.

5. Typewriting. **2 hrs.**
Introduction to development of skills that lead to efficient typewriting.

6. Typewriting. **2 hrs.**
Continuation of Typewriting 5. *Prerequisite:* Business Education 5.

7. Shorthand. **3 hrs.**
Dictation and transcription with emphasis on speed building and production of accurate and attractive transcripts. Includes two hours of laboratory practice per week designed to meet the individual interests and goals of students. *Prerequisite:* Business Education 4.

8. Shorthand. **3 hrs.**
Continuation of Shorthand 7. *Prerequisite:* Business Education 7.

9. Typewriting. **2 hrs.**
Emphasis on modern typewriting techniques and the development of speed and accuracy. *Prerequisite:* Business Education 6.

10. Typewriting. **2 hrs.**
Continuation of Typewriting 9. *Prerequisite:* Business Education 9.

11. Secretarial Practice. **3 hrs.**
Designed to develop proficiency in office procedures. *Prerequisites:* Business Education 2, 7, 9.

A.A. Degree — Secretarial Science

The secretarial studies program leads to an A.A. degree which can be completed in two years (consisting of a minimum of 64 hours), or the courses may be applied toward the B.S. degree in the four-year program in business education. Students must complete 32 hours in residence excluding credit by examination and/or advanced placement. Nine of the required 12 hours in business administration must be taken in residence. There are three fields of specialization: Executive Secretary, Legal Secretary, and Medical Secretary.

The following courses are required for students who wish to qualify for management level secretarial positions:

Humanities 1	4
English 1	2
Accounting 1-2	6
Shorthand 3-4	6
Typewriting 5-6	4
Business Math 1	3
Religion or Philosophy	3
Economics 2	3
Psychology 1 or Social Science 1	3-4
Business Law 10	3
Shorthand 7-8	6
Typewriting 9-10	4
Office Machines 2	2
Secretarial Practice 11	3
Business Communications 12	3
Physical Education	2
Electives	6

Electives — 6 hours: For students who wish the Medical Field of specialization, electives should include Biological Science, 6 hours; for students who wish the Legal Field of specialization, electives should include 3 additional hours of Business Law and 3 hours of American Government.

Shorthand 7 and 8 include two laboratory sessions per week in which students may work on specialized dictation and transcription of executive, legal, or medical terminology and material.

Students who enter the program with shorthand-typewriting backgrounds may have as many as 10 additional hours for electives. Students are encouraged to take Speech 2 as one of these electives.

A. A. Degree — Mine Management

This associate degree program is designed to prepare persons for management responsibilities in the mining industry. It combines course work in residence at Wesleyan with specialized training and contract studies in field experience. The following courses constitute the curriculum for the degree:

English Composition	3
College Algebra	3
Accounting 1-2	6
Principles of Economics I (recommended)	3
West Virginia: Mining State (recommended)	3
Philosophy or Religion	3
Geology	3
Coal Science	6
Business Communications	3
Personnel Management	3

Labor-Management Problems	3
General Mining (WVU Extension)	9
Contract Studies	13-14
Drafting (recommended)	3
minimum hours required	64

Proficiency in Composition and Algebra should be established early in the course of study. The Algebra course may be replaced by an elective if the student has satisfactory background in this area. Accounting is prerequisite for other courses in business.

Chemistry

Capstack, Hamner, Holloway, Richter, Wolfe

The Chemistry Department provides a background of chemical science to meet the needs of a variety of students pursuing a variety of careers. The introductory and general courses are general studies courses in science suitable for any student; these and other courses are utilized to provide the chemistry needed for degree programs dependent on chemistry. Two degree programs are offered in chemistry. The department prepares students to enter professional schools in such areas as medicine and dentistry; it prepares chemists to enter the chemical profession directly or to attend graduate school; and it trains chemistry teachers. Three years of high school mathematics and high school chemistry are recommended prerequisites for elementary courses.

Requirement for a Bachelor of Science Major:

40 semester hours of chemistry including 1, 2, 9, 10, 11, 12, 13, 14, 16, 17, 18, 27; two credit hours of laboratory at the senior level; German 1, 2, 3, 6; and Physical Science 5, 6.

Requirement for a Bachelor of Arts Major:

24 semester hours including 1, 2, 9, 10, 11, 13, 27.

Requirement for Minor:

15 semester hours including 1, 2.

1, 2. Introductory Chemistry. **Each 4 hrs.**
An introduction to the language and general principles of chemistry designed to form a sound foundation for the student interested in the natural sciences and/or pursuing additional courses in chemistry. Consists of two lectures, one recitation section, and laboratory.

3, 4. General Chemistry. **Each 4 hrs.**
A terminal course in general chemistry designed to meet the needs of students pursuing degrees in fields other than in the natural sciences. Consists of two lectures, one recitation section, and laboratory.

9, 10. Organic Chemistry. **Each 4 hrs.**
Theory and practice of organic chemistry, including qualitative organic analysis. *Prerequisites:* Chemistry 1, 2.

11, 12. Intermediate Chemistry. **Each 2 hrs.**
Theories of chemical syntheses and equilibria including calculations, errors, and analyses by both classical and instrumental methods. *Prerequisite:* Chemistry 2.

13, 14. Intermediate Chemistry Lab. **Each 2 hrs.**
Laboratory course to include preparation of chemical compounds and qualitative and quantitative analysis by volumetric, gravimetric, and instrumental methods. *Prerequisite:* Chemistry 2. *Corequisite:* Chemistry 11, 12.

15. Biochemistry. **3 hrs.**
A study of the properties and reactions of elements and compounds of importance in living organisms. *Prerequisites:* Chemistry 9, 10. (Students of dietetics and nursing may be admitted with fewer prerequisites. Consult faculty of the department.)

16, 17. Physical Chemistry. **Each 3 hrs.**
An introduction to the physical laws of chemistry and their application to chemical systems. *Prerequisites:* Chemistry 2; Mathematics 7; Physics 6.

18. Instrumental Analysis. **2 hrs.**
A study of the principles and techniques for the commonly used methods of instrumental analysis. *Prerequisites:* Chemistry 10, 12, 17.

19, 20. Advanced Chemistry. **Each 2 hrs.**
Concepts and theories of chemical structure and their relationships to chemical and physical properties. *Prerequisites:* Chemistry 10, 12, 14, 17.

21, 22. Advanced Chemistry Lab. **Each 1 hr.**
Laboratory application of the theories discussed in advanced chemistry courses. *Prerequisites:* Chemistry 17, 14, 10.

25. Special Topics in Chemistry. **1-2 hrs.**
The study of selected areas of chemistry pursued by the student independently with the guidance of a faculty member. Open to highly qualified junior and senior chemistry majors who obtain formal departmental approval.

26. Research. **Variable credit**
Reading and laboratory work on an original problem and report thereon. Open to *selected* seniors who have completed creditably at least three years of Chemistry.

27. Seminar. **Each 1 hr.**
For advanced students in chemistry and physics.

Christian Education

Carr, Stealey, Wilmoth

A major in Christian Education is designed to prepare students for graduate study and for full-time Christian vocations in various specialized ministries in, or related to, the Church. Students may elect to combine a minor in Christian Education with studies in Education or Sociology, leading to careers which combine such related emphases.

Requirement for Major:

25 semester hours, comprising all courses 1 - 9, supplemented by studies in Religion and Philosophy.

Requirement for Minor:

15 semester hours, beginning with courses 1 and 2.

1, 2. Introduction to Christian Education. **Each 3 hrs.**
An introduction to the problems of Christian Education, by way of a study of historical backgrounds, progress and current developments.

3. The Bible in Christian Education. **3 hrs.**
The significance of the Bible for nurture in the church, in relation to the capacities and needs of all age groups.

4. Leadership. **3 hrs.**
A survey of new understandings in leadership and group dynamics. Detailed attention to the Church's program for developing leadership and making it effective.

5. Principles and Methods of Christian Education. **3 hrs.**
The basic principles and methods of Christian Education as studied, and experienced in supervised situations, in various phases of the educational work of the church. *Prerequisite:* Educ. 9.

6. Worship. **3 hrs.**
The nature and function of worship in adaptations for various age groups. The place of music, art, ritual and symbolism in worship.

7, 8. Directed Field Work. **Each 3 hrs.**
Supervised teaching and leadership experiences in a variety of church programs for all age groups: church school administration, organization and teaching; leadership education; kindergarten curriculum; vacation church and community schools; and specialized programs such as camping and drama.

9. Senior Seminar. **1 hr.**
Comprehensive review of the Christian Education curriculum, with focus on specific problems.

10, 11, 12, 13. The Christian Ministry. **Each 2 hrs.**
Study and guided experiences in the modern role of the minister as preacher, pastor, priest, teacher, administrator and community figure. Open to student pastors and Christian vocations students.

14. Christian Education Seminar. **1-3 hrs.**
Investigation of selected problems, current trends and creative developments in Christian Education.

Economics

Bayard, Nair, Young

The courses in economics are designed to provide the student with an adequate understanding of economic principles and problems; to give a good economic background to students interested in business, finance, government, law, teaching and other related

fields; and to meet the more specific needs of economics majors.

Requirement for Major:

24 hours including 2, 3, 6, 10, 11. Majors are required to take in addition one semester of statistics. One semester of computer language is recommended. These two courses, however, will not count toward the 24-hour requirement. Labor Problems (Business 20) may be taken for economics credit with the consent of the department chairperson.

Requirement for Minor:

15 semester hours in Economics including 2, 3.

1. Economic Geography. **3 hrs.**
An introductory study of the physical, cultural, and economic elements of the geographical environment. Emphasis is placed on regional description, geographical distribution of resources and industries, world production of commodities, world trade and transportation.

2, 3. Principles of Economics. **Each 3 hrs.**
A general introduction to the field of economics. Particular attention is given to the nature and scope of both macroeconomics and microeconomics, the use of basic tools of economic analysis, the study of simple theoretical models and the examination of major economic problems and policies. (With the consent of the instructor, 3 may be taken before 2.)

4. Comparative Economic Systems. **3 hrs.**
A comparative study of major systems of economic organization, of both the free enterprise and controlled varieties; laissez faire and mixed capitalism, communism, market socialism, fascism. Emphasis is on theoretical-analytic rather than institutional aspects. *Prerequisites:* 2, 3.

5. Economic Problems of Latin America. **3 hrs.**
An analysis of problems encountered by peoples of Latin America in making a transition from premodern to modern economics. Emphasis is on techniques of stimulating development. *Prerequisites:* 2, 3.

6. History of Economic Thought. **3 hrs.**
A study of the development of economic thought from mercantilism to the present day. Contributions of great economists to economic analysis and their bearing on current theory and policy are emphasized. *Prerequisites:* 2, 3.

7. International Economics. **3 hrs.**
An analysis of the various models of international trade theory and of the forces and institutions affecting the economic relations of modern nations. Attention is given to the problems of international movements of goods and productive factors, to the foreign economic policies of the United States, and to world monetary problems. *Prerequistes:* 2, 3.

8. Introduction to Econometrics. **3 hrs.**
Mathematical formulation of microeconomic and macroeconomic models. Statistical estimation and verification of economic parameters. *Prerequisites:* 11, 12 and a course in statistics.

9. Money and Banking. **3 hrs.**
A study of the money and credit aspects of a money economy, especially of the U.S. economy, of monetary theories, and of the problems of monetary policy. *Prerequisites:* 2, 3.

10. National Income Analysis. **3 hrs.**
A study of modern income and employment theory. Analysis of the determinants of such aggregate economic magnitudes as national income, employment, price level, etc. Particular attention is given to the current theoretical and policy controversies. *Prerequisites:* 2, 3.

11. Price Theory. **3 hrs.**
A theoretical analysis of the principles of pricing in commodity and resource markets under different market structures. Examination of utility, demand, cost and production functions. Income distribution theory. Basic principles of linear programming. *Prerequisites:* 2, 3.

12. Public Finance. **3 hrs.**
Outline of the major fiscal systems. Budgets, sources of revenue, expenditures. Problems of assessment, tax collection, public debt. Modern theories and practice of public finance. *Prerequisites:* 2, 3.

14. Theory of Economic Growth and Development. **3 hrs.**
The major theories of economic growth: Classical, Marxian, Schumpeterian, Keynesian, Domarian. Some simple dynamic models of economic development. Obstacles to and requirements for economic development. Agriculture, industry, foreign trade, population and other basic problems facing today's less developed countries. Development planning and other development policies. *Prerequisites:* 2, 3.

15, 16. Readings in Economics. **Each 2 hrs.**
Directed readings on a topic of interest to the student and acceptable to his instructor. Periodic conferences with the instructor. *Prerequisite:* Major or minor in economics having completed at least 15 credit hours in economics.

17. Seminar. **3 hrs.**
Intensive study of selected topics and problems. Research papers presented by members of the class. Open only to economics majors and minors having completed at least 12 hours in economics.

18. Economics of Environment, Energy, and Resources. **3 hrs.**
Economic analysis of current problems related to environment, energy, and resources. Topics include growth-oriented economy, depletion of non-renewable resources, accelerating technological change, population growth and externalities. Public policy toward preserving and improving the environment while providing adequate supplies of energy and resources is also examined.

19. Urban and Regional Economics. **3 hrs.**
Examination of economic organization of urban and regional areas: location theory, land-use patterns, poverty areas, problems of transportation, housing, urban renewal, education, unemployment, and local public finance; urban and regional growth models. *Prerequisite:* Economics 2 or 3.

20. Urban-Rural Economics of West Virginia and Region VII. **3 hrs.**
Relationships between rural and urban areas of West Virginia are examined within a developmental context incorporating inter-disciplinary views drawn from sociology, anthropology, and political science. Course examines recent trends in population, economic growth, coal industry, employment, environment, resource-availabilities, industrialization, monetary structure, fiscal policies, state's growth prospects. Attention given to the Upshur County economy.

Education

Ivey, Balch, Burgess, Coston, Green, L. Hinkle, Hughes, Marks, C. Miller, McArdle, Newberger, Nickell, Siewert, Stealey, Wilmoth

Courses offered in Education are designed to help students preparing to teach to acquire the professional understanding and skills necessary for success in teaching, and to meet requirements for certification in West Virginia and other states. West Virginia Wesleyan College attempts to equip prospective teachers with a thorough professional education, ample mastery of the subject matter to be taught, a breadth and richness of liberal culture, and a Christian view of the dignity and worth of human personality.

The program enables students to meet requirements for elementary and secondary certificates in this and other states, and for the West Virginia *public school certificate* (valid on both elementary and secondary levels). The public schools of the area afford opportunities for directed observation and teaching. All students in the field of Education should plan the work of every semester under the direction of the Faculty of Education.

Requirement for Secondary Education Major or Minor:

25-28 semester hours in Education meeting requirements of the Teacher Education Program of the College, including secondary education general studies, appropriate teaching field(s), Education 13 and 34 which vary in credit hour requirement for various teaching fields, Education 1, 6, 9 and the secondary block consisting of Education 17, 19, 21 and 23. *(See Teacher Education Program).*

Requirement for Elementary Education Major:

33 semester hours in Education meeting requirements of the Teacher Education Program of the College, in-

cluding Elementary Education general studies, Elementary Education diversified concentration, Education 1, 6, 9, 14, 20, 26 and the elementary block consisting of Education 16, 18, 20, 22 and 36. *(See Teacher Education Program).*

Requirement for Secondary Education Minor:

7-12 or K-12 teaching field meets requirement for minor for secondary education major.

Requirement for Elementary Education Minor:

An Education major is not required to have a minor; however two types of optional minors are available, certificate minors, (which are eligible to be recorded as endorsements on an elementary teaching certificate) and noncertificate minors, (which are eligible to be recorded on student college transcripts but not on teaching certificates).

Elementary certificate minors include: Early Education, Special Education, Home Economics, Math, Art, French, and Physical Education.

Elementary noncertificate minors include: Teaching of Reading, Religion, Christian Education, Biology, Business Administration, Business Education, Chemistry, Economics, English, Government, Health & P.E., History, Library Science, Computer Science, German, Music, Physics, Psychology, Sociology and Anthropology. *(See Teacher Education Program).*

1. Foundation of Education. **3 hrs.**
Introductory course in the professional sequence for all who plan to teach. Affords opportunity for the student to explore the demands and expectations in the various teaching fields and to analyze his capabilities for successful achievement in the teaching profession. Includes appropriate educational field experience. A study of the philosophical, psychological, sociological, and historical foundations of education.

4, 5. Curriculum of Early Education. **Each 3 hrs.**
Emphasis to be placed on interrelatedness of subject matter areas — language arts, sciences, social studies, safety and health, and the creative arts. The developmental sequence and suggested teaching activities and experiences will be discussed in each area. The first semester will also carry an emphasis on the interrelatedness of early childhood characteristics and the teaching-learning process. *Prerequisites:* Educ. 1, 6, 9.

6. Educational Psychology. **3 hrs.**
A study of the underlying and interrelated factors affecting the total development of human beings as complex and dynamic personalities. This course concentrates on learning theories and educational psychology. Includes appropriate educational field experience. *Prerequisites:* Educ. 1, 9, Sophomore standing, and admission to the Teacher Education program.

7. Guidance in the Public Schools. **3 hrs.**
Designed to familiarize the prospective teacher with methods, procedures, and techniques of guidance at both the elementary and secondary school levels. Individual and group guidance procedures for helping children to meet and solve their problems in the public schools are discussed. *Prerequisites:* Educ. 6, 9.

8. History of Education. **3 hrs.**
A survey of the history of educational theory and practice. *Prerequisites:* Educ. 1, 6, 9.

9. Human Growth and Development. **3 hrs.**
A study of the underlying and interrelated factors affecting the total development of the human being. This course is basically concerned with facts and theories of developmental psychology. Includes appropriate educational field experience. *Prerequisites:* Educ. 1, Sophomore standing, and admission to the Teacher Education program.

10. Media and Technology. **3 hrs.**
Provides experience in developing effective instructional techniques through the use of audio-visual materials. Additional time is required for student participation in laboratories dealing with the operation and utilization of equipment. Selection procedures are explored on a group and individual basis. *Prerequisite:* Educ. 1.

11. Organization and Administration of Early Education. **3 hrs.**
Emphasis will be placed upon details essential to the organization of a good program for children — records

and reports, physical facilities and equipment, working with exceptional children, and the role of the parent. *Prerequisites:* Educ. 1, 4, 5, 6, 9.

12. School Administration and Management. 2 hrs.
The purpose of this course is to assist prospective and in-service teachers in understanding those relationships and responsibilities which extend beyond their classroom duties and are essential for successful teaching: teachers' relationships to the principal, the school board, the community; faculty relationships; school laws; schedules, programs, reports, salaries, and other statistics. *Prerequisites:* Educ. 1, 6, 9.

13. Special Methods. 2 hrs.
Methods for teaching student's specialized teaching field are examined including basic content areas. Attention is given to lesson and unit planning with selection of appropriate age level materials. *(Secondary School Education Block).*

14. The Teaching of Reading. 3 hrs.
A course designed primarily for prospective and in-service teachers. Special attention is given to such aspects of the reading program as readiness, planning the reading lesson, diagnosing reading difficulties, remedial reading, and types of reading materials. *Prerequisites:* 3 hrs. of Professional Education, or permission of instructor.

15. Tests and Measurements. 3 hrs.
An introduction to educational measurement and evaluation. Construction, selection, and use of various types of tests. Interpretation of test results. *Prerequisites:* Educ. 1, 6, 9. Offered in summer only.

16. Curriculum of the Elementary School. 3 hrs.
To orient students to the basic theory related to the development of the curriculum of the elementary school, the meaning of curriculum, purpose as a basis for developing curriculum, fundamental principles for teaching basic skills. *(Elementary School Education Block).*

17. Curriculum of the Secondary School. 3 hrs.
To orient students to the basic theory related to the development of the curriculum of the secondary school. To study the meaning of curriculum; purpose as a basis for developing curriculum; fundamental principles for teaching basic skills with special emphasis on teaching of reading; methods and procedures for organizing teaching-learning situations so that group control is established and maintained, and self-discipline on the part of the individual is fostered. *(Secondary School Education Block).*

18. General Methods of Teaching in the Elementary School. 5 hrs.
Methods of teaching the language arts, mathematics, science, and audio-visual aids. Discipline, guidance and reporting of pupil progress are examined. Special attention is given to unit planning and the area of measurement and evaluation. *(Elementary School Education Block).*

19. Measurement and Evaluation. 2 hrs.
A course to acquaint the student with the tabulation and classification of data concerning pupils in their classroom; to familiarize the student with the various types of measures, and with the body of subject matter related to test construction; to enable the student to construct, administer and evaluate tests in his area of specialization; to acquaint the student with the history and development of testing, measurement and evaluation. *(Secondary School Education Block).*

20. Methods and Materials of Teaching the Social Studies. 2 hrs.
A brief review of the content of the social studies taught in elementary grades correlated with the aims, methods, and devices for teaching this subject matter. *(Elementary School Education Block).*

21. Principles and Methods of Teaching in Secondary Schools. 3 hrs.
A survey of the purposes and problems of secondary education combined with approved management techniques and teaching methods with emphasis on utilization of audio-visual aids. *(Secondary School Education Block).*

22. Student Teaching in the Elementary School. 6 hrs.
Teaching in the Elementary School under the supervision of a selected professional teacher. Total involvement in the school program is obtained by all-day assignment to the teaching responsibilities. Observa-

tions, reports, preparations of lesson plans, group and private conferences and analysis of child growth and development are stressed. *(Elementary School Education Block).*

23. Student Teaching in the Secondary School. 6 hrs.
Teaching in the Secondary School in one or more of the student's teaching fields. Total involvement in the school program is obtained by all-day assignment to the teaching responsibilities. Test examination, observations and reports, preparation of lesson plans, group and private conferences. *(Secondary School Education Block).*

24. Seminar. 1-3 hrs.
Investigation of current problems in education. Open only to advanced students enrolled in the teacher education program.

25. Independent Study. 1-3 hrs.
Directed readings and/or special projects in specialized areas of education. Open to selected Juniors and Seniors. Approval of professor and Chairman of Department required.

26. Areas of Exceptionality in Special Education. 3 hrs.
A guided survey of the areas of exceptionality in the field of Special Education, namely: emotionally disturbed, physically handicapped, speech and language, visually impaired, hearing impaired, mentally retarded, gifted, and learning disabled.

27. Education of Exceptional Children. 3 hrs.
A survey of Special Education designed to acquaint the student with the research and issues in the field as well as assessment devices and classroom management techniques. *Prerequisite:* admission to teacher education program.

28. Education of the Mentally Retarded. 3 hrs.
An in-depth investigation of the field of mental retardation. It analyzes the definition, characteristics, and causes of mental retardation. Emphasis is placed on learning and development, intelligence, specific legislation, programs, and the various social agencies related to the field of mental retardation. *Prerequisites:* Educ. 26, 27.

29. Diagnosis, Prescription and Assessment Techniques. 3 hrs.
An in-depth investigation of and involvement in the diagnosis, prescriptive and assessment techniques used in teaching the mentally retarded. Emphasis is also accorded the prevention of and treatment for mental retardation. *Prerequisites:* Educ. 26, 27.

30. Curricular Approaches, Materials and Methods for the Mentally Retarded. 3 hrs.
An in-depth investigation designed to acquaint the teacher trainee with those essential curricular approaches, materials and methods utilized in reading, perception, speech and language, spelling and handwriting. *Prerequisites:* Educ. 26, 27.

31. Applied Practicum in Mental Retardation. 3 hrs.
A field-research practicum intended to actively involve the teacher trainee, through analogous and equivalent practice in the application and synthesization of previously learned concepts. *Prerequisites:* Educ. 26, 27.

32. Student Teaching Experience In Mental Retardation. 3 hrs.
A minimum four week full-time student teaching experience in public school setting in a fully certified program with a licensed special education teacher. The experience is designed to provide the teacher trainee with the opportunity to blend theory into practice through the application of those concepts and skills essential in designing instructional approaches for the mentally retarded. *Prerequisites:* 18 semester hours in special education MR; approval of department chairman.

33. Special Topics. 1-3 hrs.
An examination of a selected topic. Initiated either from the special interest of the department members or in response to contemporary student interest.

34. Teaching Reading in the Content Areas. 1 or 3 hrs.
A course designed for middle and secondary prospective and in-service teachers, to help them understand and teach reading skills directly related to their particular content areas. The course also will facilitate the

identification of students who have reading problems and the types of materials which can be used effectively in various content fields will be reviewed. Required of all secondary teachers. Recommended that Elementary Education majors take Educ. 14 prior to enrollment in this course.

35. Diagnostic and Prescriptive Reading. 3 hrs.
Examines identification of reading disabilities; causative factors; diagnostic test; case study methods; remedial methods commercial and teacher prepared materials; organizations of developmental and remedial reading services. *Prerequisites:* Educ. 14.

36. Developmental, Exploratory and Corrective Reading. 2 hrs.
A study of the content, methods and procedures for corrective reading including diagnosis and remediation. Emphasis will be placed on student needs and development of materials for the exceptional child, including the gifted. *Prerequisites:* Educ. 14, 35.

37. Teaching of Reading Practicum. 1-3 hrs.
A course designed to give students the opportunity to understand and use a variety of reading materials and equipment. Students will have practical experience in working with elementary or secondary students utilizing Wesleyan's Learning Center or designing reading materials for their own teaching of reading. *Prerequisite:* Educ. 14.

38. Student Teaching in Early Education. 3 hrs.
A minimum four week full-time student teaching experience in public school setting in a fully certified program with a licensed Early Childhood teacher. *Prerequisites:* Educ. 4, 5, 11, Home Ec. 3, Speech 5, and approval of department chairman.

Graduate Courses

Undergraduate courses approved by advisor and accompanied by a graduate project may be taken for graduate credit. Grade of incomplete will be recorded for the course until graduate project director records the satisfactory completion of the graduate project.

100. Curriculum Development. 3 hrs.
Provides the experienced teacher with an opportunity to develop and analyze short and long term curriculum plans utilizing the major foundations, learning theories, and patterns of curriculum organization.

101. Educational Research. 3 hrs.
Explains various theories involved in scientific method and the research techniques employed in educational investigations.

102. Analysis Of Teaching. 3 hrs.
Provides experienced teachers an opportunity for investigating and analyzing roles, styles, strategies, methods, and models of teaching.

200. Prescriptive Reading. 3 hrs.
Acquaints the student with methods, materials, and research related to techniques of teaching reading, especially the prescriptive technique.

201. Teaching Elementary School Mathematics. 3 hrs.
Presents content, methodology and instructional materials for a contemporary elementary school mathematics program. Stresses use of learning theories and deals with motivation, readiness, evaluation, and individual differences in selecting, organizing, and presenting mathematical content for elementary children.

202. Teaching Elementary School Science. 3 hrs.
Explores the objectives, methods, and instructional emphases of elementary school science. Stresses study and application of various learning theories.

203. Developmental Field Project. 3 hrs.
On the job development of curriculum, teaching methods, and/or learning materials. *Prerequisites:* Educ. 101 and approval of graduate committee.

204. Implementation Field Project. 3 hrs.
On the job application of curriculum, teaching methods, and/or learning materials. *Prerequisites:* Educ. 101 and approval of graduate committee.

205. Advanced Developmental Field Project.
On the job refinement of curriculum, teaching methods, and/or learning materials developed in Educ. 203; or redirection of developmental efforts. Advanced Field Project is considered incomplete until creative project or thesis is completed within a

maximum of one year. *Prerequisites:* Educ. 203 and approval of graduate committee.

206. Advanced Implementation Field Project. 3 hrs. On the job application of refined or redirected developmental efforts. Advanced field project is considered incomplete until creative project or thesis is completed within a maximum of one year. *Prerequisites:* Educ. 204 and approval of graduate committee.

207. Creative Project. 3 hrs. Ordinarily will involve a proposal, defense, implementation, and summary of results in a presentation suitable for Library shelving which combines at least two of the following: written report, computerized document, learning center product, audio or visual aids. The project will usually take the form of a detailed documentary of Educ. 206, or refinement and/or expansion of Educ. 205.

208. Thesis. 3 hrs. Proposal and defense of thesis, including Review of the Literature. *Prerequisites:* Educ. 101 and approval of graduate committee.

209. Thesis. 3 hrs. Thesis completed, accepted by thesis committee, and bound for Library files. *Prerequisites:* Educ. 208 and approval of graduate committee.

Teacher Education Programs

The following course of study is West Virginia Wesleyan's Teacher Education program. All entering freshmen after September 1, 1975 expecting to receive college recommendation for a teaching license must meet these requirements prior to graduation. Exceptions cannot be made.

Admission and Retention Policy:

Application for admission to the Teacher Education Program will be made before the beginning of the sophomore year. Transfers or late applicants must consult with the chairperson of the Department of Education in making application. After initial admission to the Program, (Phase 1), continuous evaluation will take place until student applies for teacher certification, (Phase 6). During the six phases of the candidate selection and retention review, different means will be used to assure that all teacher education students meet the following five criteria:

1) No known physical, mental, moral, or emotional character or personality traits that would prevent the student from becoming an effective teacher,

2) Proven academic ability,

3) Interest and competency in activities relating to the teaching profession,

4) Proven ability in the basic skills of reading, writing and oral expression,

5) Demonstrated competency and scholarship in teaching specializations.

College faculty members may challenge, in writing, the admission and/or retention of a teacher education student based upon any of the above criteria. Eligibility for teacher certification requires:

1) No knowledge of character or personality deficiencies; no unresolved faculty challenges.

2) College graduation and 2.0 overall GPA.

3) Minimum grade of "C" in student teaching, 2.0 GPA in professional education courses and professional education courses attempted at Wesleyan, successful completion of NTE or equivalent, recommendation of Chairperson of Department of Education.

4) Proven ability in basic communication skills, acceptable score on Learning Center Basic Communication Skills Assessment, minimum grade of "C" in freshman English or Advanced Composition and all Speech courses attempted.

5) 2.0 GPA in teaching fields or Elementary Diversified Concentration, and in certificate endorsements.

Students may challenge action taken during any phase of the admission and retention program by appearing before an appropriate committee named and constituted by the Vice President for Academic Affairs. Request for such challenge should be submitted in writing to the Chairperson of the Department of Education. Action by such committee will be final.

General Requirements:

The programs of study outlined on the following pages are designed for training elementary and secondary teachers.

Program Requirements:

Completion of either the Elementary Education or the Secondary Education Program leads to the Provisional Professional Teaching certificate. Certificate must be applied for. Both programs require 128 hour minimum for graduation.

Elementary Education 1-6 Program: Minimum hours required:
1) General Studies, 43 hrs. 2) Professional Education, 30 hrs. 3) Elementary Diversified Concentration (The Elementary teaching field), 37 hrs. above General Studies 4) Electives, 18 hrs. Total 128 hrs.

1) General Studies, 43 hrs. including: **Humanities**, 20 hr. min.: Humanities 1, Humanities 2, English 1, Speech 2, Philosophy elective, Religion elective; **Science & Math**, 9 hr. min.: Biology or Physical Science and Math elective other than Math 5; **Social Studies**, 10 hr. min.: Social Science 1, Economics 1, and Sociology 1; **P.E. and Health**, 4 hr. min.: General P.E. and P.E. 13.

2) Professional Education, 33 hrs., including: **Pre block**, 17 hr. min.: Educ. 1, Educ. 6, Educ. 9, Educ. 20, Educ. 26; **Elementary block**, 16 hr. min.: Educ. 16, Educ. 18, Educ. 22, Educ. 36.

3) **Elementary Education Diversified Concentration**, 36 hr.: Art 7, Physical Education 20, 5, 13, Educ. 14, 35, Library Science 2, Math 5, Music 5, Physical Science 7, 8, History 22.

4) **Electives:** Enough to bring total to 128 hours.

Secondary Education 7-12 Program: Minimum hours required: I. General Studies, 45 hrs. II. Professional Education 25-28 hrs. III. Teaching Field(s), varies. IV. Electives, varies.

I. General Studies, 45 hrs. including: **Humanities**, 22 hrs. min.: Humanities 1, Humanities 2, Humanities elective, English 1, Speech 2, Religion elective, Philosophy elective; **Science and Math** 9 hrs., min.: Biology, Chemistry, or Physical Science and Math 4 or 5; **Social Studies**, 10 hr. min.: Social Science 1 and two electives from Economics, Government, History, Sociology or Psychology; **P.E. and Health**, 4 hr. min.: General P.E. and P.E. 2 or P.E. 13.

II. Professional Education, 25-28 hrs., including: **Foundations:** Educ. 1, Educ. 6, Educ. 9; **Requirements that vary per teaching field:** Educ. 13, Educ. 34; **Secondary Education Block:** Educ. 17, Educ. 19, Educ. 21, Educ. 23.

III. Teaching Fields: Two single teaching fields required, one from 7-12 or K-12. Only one comprehensive teaching field required.

IV. Electives: Enough hours to bring total to 128 hours.

Certification Requirements

Each student must make formal application for a Teacher's Certificate on forms supplied by the State Department of Education in the state where certification is desired. It is recommended that all successful teacher education students apply for West Virginia certification immediately upon graduation. Allow 8 to 10 weeks for processing of your application. For best service, submit application for certification through Registrar's office.

The National Teachers Examination (NTE) is required of all seniors in teacher education and must be taken when scheduled.

Endorsements to the Elementary Teaching Certificate, grades 1-6 may be earned in the following fields: Early Education, N-K, Special Education (MR) K-12, Home Economics 4-8, Math 4-8, Art 4-8, French 4-8, Physical Education 4-8.

Endorsements to the Secondary Teaching Certificate, grades 7-12 may be earned in 7-12 single teaching fields, K-12 single teaching fields, 7-12 comprehensive teaching fields, and K-12 comprehensive teaching fields.

Elementary Education Minors

All elementary education certification endorsement programs are available as college minors for Elementary Education majors, as well as all college academic minors. Even though the minor is not required of an Elementary Education major, it may enhance employment opportunities. Two kinds of minors are available:

I. Elementary Certificate Minors:
Early Education, Ages N-K, 18 hours
Special Education, MR K-12, 21 hours
Home Economics 4-8, 27 hours
Math 4-8, 19 hours
Art 4-8, 24 hours
French 4-8, 18 hours
Physical Education 4-8, 28 hours

II. Elementary Noncertificate Minors
Teaching of Reading, 15 hours
Other academic minors as they appear elsewhere in catalog.

Secondary Teaching Fields

One comprehensive or two single teaching fields, one from 7-12 or K-12, required. Comprehensive Teaching Fields (only one comprehensive teaching field required).

Comprehensive 7-12

BUSINESS EDUCATION 7-12 — Bus. Ed. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Bus. Admin. 1, 2, 3, 10, 11, 13; Eco. 2, 3, 9; Business elective (59 hours total)

VOCATIONAL HOME ECONOMICS 7-12 — Home Ec. 1, 2, 3, 4, 5, 6, 7, 9, 12, 15, 18, 19, 20, 21, 22, 23; Business 8; Sociology 10; Education 13 (51 hours total)

SOCIAL STUDIES 7-12 — Eco. 1, 2, 3; Gov. 1, 2; Hist. 1, 2, 8, 21, 22, 41; Psy. 1, 6; Soc. 1, 2; Ed. 13; six hours Social Science electives (53 hours total)

Comprehensive K-12

ART K-12 — Art 2, 4, 5, 6, 7, 8, 9, 10, 12, 17, 23, 24 plus seven hours electives from Art 1, 3, 14, 15, 18, 19, 21, 22, 25, 26 (41 hours total)

MUSIC K-12 — Music 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 20, 21, 25, 26, 27, 30, 31, 34, 43, 51-65 (attainment of level 8, up to 14 hours) 61, 49 (54 hours total)

Single Teaching Fields, (Two single teaching fields required, one from 7-12 or K-12)

Single 7-12

ART 7-12 — Art 2, 4, 5, 8, 9, 10, 12, 16, 23, 24 (30 hours total)

BIOLOGICAL SCIENCE 7-12 — Bio. 1, 2; Ed. 13, (10 hours) plus 16 hours from Bio. 5, 6, 7, 9, 10, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 (26 hours total)

BUSINESS, SECRETARIAL STUDIES 7-12 — Bus. Ed. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Bus. Adm. 1, 2, 10, 11, Business elective (45 hours total)

BUSINESS PRINCIPLES 7-12 — Bus. Ed. 1, 2, 5, 6, 9, 10, 11; Bus. Adm. 1, 2, 3, 10, 11; Eco. 2, 3 (39 hours total)

CHEMISTRY 7-12 — Chem. 1, 2, 9, 10, 11, 13, 16, 17; Ed. 13 (28 hours total)

ENGLISH 7-12 — Eng. 1, 6, 7, 8, 11 or 17, 12, 13, 19 or 20, 23, 24; Ed. 13; Eng. elective (35 hours total)

FRENCH 7-12 — French 1, 2, 5, 6, 11, 12, 13, 14, 15, 16; Ed. 13 (32 hours total)

GENERAL SCIENCE 7-12 — Bio. 1, 2; Chem. 1, 2; Phy. Sci. 5, 6, 10, 13; Ed. 13 (32 hours total)

MATHEMATICS 7-12 — Math 6, 7, 9, 10, 11, 12, 13, 20, 21; Comp. Sci. 1; Ed. 13 (34 hours total)

PHYSICAL EDUCATION 7-12 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 4, 5, 10, 13, 14, 18, 21, 30 (35 hours total)

HEALTH EDUCATION 7-12 — P.E. 2, 4, 5, 13, 15, 16, 19 for 1st teaching field; Bio. 1 or 3; Home Ec. 2; Psych. 3 (27 hours total)

PHYSICS 7-12 — Physics 5, 6, 11, 12, 18, 19, 21, 22, 24; Ed. 13 (27 hours total)

Single K-12

PHYSICAL EDUCATION K-12 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 3, 4, 5, 10, 13, 14, 15, 18, 20, 21, 30 (44 hours total)

HEALTH EDUCATION K-12 — P.E. 2, 4, 5, 13, 15, 16, 19 for 1st teaching field; Bio. 1 or 3; Home Ec. 2; Psych. 3 (27 hours total)

SCHOOL LIBRARY MEDIA K-12 — Lib. Sci. 1, 2, 3, 5, 6, 7, 8, 9, 10; Ed. 10 (29 hours total)

Single 7-9

FRENCH 7-9 — French 1, 2, 5, 6, 11, 12, plus 6 hours electives (24 hours total)

HOME ECONOMICS 7-9 — Home Ec. 1, 2, 3, 4, 5, 9, 12, 15, 18, 22 (28 hours total)

MATHEMATICS 7-9 — Math 2, 3, 4, 6, 7, 9, 12; Ed. 13 (25 hours total)

PHYSICAL EDUCATION 7-9 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 4, 5, 10 (12 hours), 21, 30 (28 hours total)

Secondary Minors available that do not comprise teaching fields:

Teaching of Reading

Other academic minors listed elsewhere in catalog.

Elementary Education Minors

EARLY EDUCATION N-K — Home Ec. 3; Educ. 4, 5, 11, 38; Speech 5 (18 hours total)

SPECIAL EDUCATION, MENTAL RETARDATION K-12 — Educ. 26, 27, 28, 29, 30, 31, 32 (21 hours total)

HOME ECONOMICS 4-8 — Home Ec. 2, 3, 4, 5, 9, 12, 15, 18, 22, 24 (27 hours total)

MATHEMATICS 4-8 — Math 2, 3, 5, 6, 10, 12; Ed 13 (21 hours total)

ART 4-8 — Art 2, 3, 5, 8, 9, 16, 23, 24 (24 hours total)

FRENCH 4-8 — French 1, 2, 5, 6, 11, 12 (18 hours total)

PHYSICAL EDUCATION 4-8 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 4, 5, 10 (12 hours), 20, 30 (28 hours total)

TEACHING OF READING K-12 — Educ. 14, 34, 35, 36, 37; Lib. Sci. 2 (15 hours total)

OTHER ACADEMIC MINORS LISTED ELSEWHERE IN CATALOG.

Master of Arts in Teaching Programs

The M.A.T. degree is available for elementary teachers with a major emphasis in classroom teaching and for secondary teachers with a major emphasis in classroom teaching in one of the following areas: Art, Biology, Business Administration, Chemistry, English, Home Economics, Social Studies, Mathematics, Music, Physical Science, Speech Communication and Dramatic Arts, Health Education and Physical Education.

Admission:

Admission to graduate courses: Any student in possession of an earned bachelor's degree may register for graduate course work in the program.

Admission to candidacy: The Graduate Committee considers applications for admission to candidacy made through the Admissions Office based upon submission of the following credentials:

1) Valid teaching certificate in the area of major emphasis.

2) Miller's Analogy results.

3) Undergraduate G.P.A.

4) Official undergraduate and graduate transcripts.

5) Application for Admission to candidacy.

6) Degree Plan.

Academic Regulations:

1) No more than 12 hours of applicable graduate credit may be accepted upon admission to candidacy, including transfer and Wesleyan credit.

2) A minimum of 3.0 ("B" average) is required for graduate students. Grades below "C" may not be counted toward the degree.

3) A student not admitted to candidacy based upon a review of the required credentials may reapply after completion of 9 to 12 successful hours of Wesleyan graduate credit with grades of "B" or better.

4) If a graduate student falls below a 3.0 ("B" average) in the areas of Professional Development, Major Emphasis or overall graduate course work, he/she will lose status as a degree candidate.

5) A student who has been removed from candidacy for any reason may apply for candidacy after two consecutive semesters or one full summer.

Advisors:

Each person admitted to the program will be assigned an advisor in the Department of Education. Admission to the program implies admission to Plan I. Admission to Plan II requires acceptance of a proposal after completion of Educ. 100 and Educ. 101.

Graduation Requirements:

Plan I – minimum of 33 hours

1. Professional Development ..... 9 hours

*2. Major Emphasis ..... 15 hours
*3. Electives or Thesis and Elective ..... 9 hours
4. One year of satisfactory teaching experience
5. Intent to graduate filed one semester prior to graduation

Plan II – minimum of 33 hours
1. Professional Development ..... 9 hours
*2. Field Project .....6-12 hours
*3. Thesis or creative project ..... 3-6 hours
*4. Sufficient credits of course work to total ..... 33 hours
5. Intent to graduate filed one semester prior to graduation

Professional Development (9 hours Plan I and II)

1) Curriculum Development ..... 3 hours
2) Analysis of Teaching ..... 3 hours
3) Educational Research ..... 3 hours

Major Emphasis (15 hours in Plan I; varies in Plan II)

1. Elementary Teachers emphasis in Classroom Teaching
   A. Prescriptive Reading .....3 hours
   B. Teaching Elementary School Science ...3 hours
   C. Teaching Elementary School Mathematics .....3 hours
   *D. Electives from academic courses .....6 hours
*2. Secondary Teachers emphasis in Classroom Teaching 15 hours from one of the following areas:
   A. Art
   B. Biology
   C. Business Administration
   D. Chemistry
   E. English
   F. Home Economics
   G. Social Studies
   H. Mathematics
   I. Music
   J. Physical Science
   K. Speech Communication and Dramatic Arts
   L. Health and Physical Education

Electives (9 hours in Plan I; varies in Plan II)

*1. Education courses
or
*2. In addition to Education electives, upper level electives may be chosen from the following areas as long as only one course is taken in each area and they are not in the Major Emphasis:

A. Computer Science	E. Religion
B. Accounting	F. Sociology
C. Philosophy	G. Economics
D. Psychology	H. Government

***Thesis (6 hours)**
***Field Project (6 hours each semester for a total of 12 hours)**
***Creative Project (3 hours)**

*advisor's approval required

English

Baldwin, DeFoe, Mallory, O'Brien, Saunders

The Department of English believes that literature should be an integral part of every student's program. In its curriculum listings, the department provides literary experiences suitable to the needs of all students. Central to the program are the "colloquium" and "seminar" concepts where both students and teachers can design courses to meet their mutual needs and interests. Non-majors, as well as majors, are encouraged to participate and will benefit from this flexible program.

The department aims are broadly cultural and are intended for persons who wish contact with the world of experiences, ideas, and human relations. The courses are directed toward the student in liberal arts as well as those interested in graduate school and teaching. Concentration in specialized areas is possible for upperclassmen through a variety of seminars and reading courses which offer close contact with professors.

Requirement for Major:

36 semester hours above basic composition course(s) including the following courses: 7, 8, 12, 13, 9 or 16, 19 or 20, plus any two of the following courses: 23, 24, 11, 17, 34.

Students majoring in English preparing for graduate study should substitute 12 semester hours of a foreign language for 12 semester hours of elective courses in literature.

*advisor's approval required

Requirement for Minor:

15 semester hours above basic composition course(s) including the following courses: 7, 8, 12, 13.

1. Composition. **3 hrs.**
A course for students who need practice in the basic skills of grammar and composition. The principles of composition and grammatical construction are explored thoroughly. The student's system of organization and method of composition are developed. *(May be exempted through testing procedures).*

3, 4, 5. Colloquia I, II, III. **Each 2 or 3 hrs.**
Exploration of significant themes, ideas, literary types, and major writers, designed for the general student with emphasis on reading critically different genres in literature. Includes such titles as "Poetry," "Epic Poetry," "The Elegy," "The Hero and the Anti-Hero," "Appalachian Folklore," "Introduction to Literature," "Women in Literature," "The Short Story," "Drama," and "History of the English Language." Student suggestions for the design of colloquia are welcomed by the department. *Prerequisite:* Composition 1, freshmen and sophomores; juniors and seniors by permission of instructor only.

6. Advanced Composition. **3 hrs.**
Advanced study in the English language, its logic, structures, and usage. Practice in the art of composition and its implications in research and report writing are explored thoroughly. *Prerequisite:* English I or permission of the instructor.

7, 8. America, Our Heritage I, II. **Each 3 hrs.**
The first semester explores the works and backgrounds of American writers and thinkers to 1850, through extensive readings in authors whose works have influenced later American literature and social thought. The second semester examines major trends and themes in American literature since 1850.

9. Chaucer. **3 hrs.**
The aim of this course is to acquaint the student with the poetry of Chaucer as it developed from Middle English literature under the influence of the French and Italian Renaissance. Readings in Chaucer will be supplemented by class discussion and lectures on the religious and social backgrounds of the period.

11. Eighteenth Century British Literature: Man in Nature and Society. **3 hrs.**
The literature of England in the eighteenth century, with special emphasis on the prominent authors and dominant literary forms (excluding the novel) of the neoclassical tradition.

12, 13. England, The Heritage I, II. **Each 3 hrs.**
The first semester explores representative works of early English literature through the eighteenth century with their social and historical backgrounds. The second semester studies representative works and ideas in English literature from the Romantic period to modern times.

14. Literary Criticism. **2 hrs.**
A study of the major critical theories and their application.

15. Mass Communications. **5 hrs.**
A team-taught introduction to radio, T.V., and the philosophy of communication with major emphasis on print media journalism and its role in American society. The course is designed as a survey to include the development, operation and responsibility of the modern communications media. The course gives the student an awareness of the various phases of journalistic work with practice in the fundamentals.

16. Milton. **3 hrs.**
A study of the prose and poetry of Milton as an expression of his age. Consideration is also given to the other authors of the early seventeenth century with emphasis on their relation together with the works of Milton.

17. Nineteenth Century British Literature: Romanticism **3 hrs.**
An intensive study of the representative works of the Romantic period. Special attention to the historical, cultural, and intellectual backgrounds of the literary theory.

18. Novel. **4 hrs.**
A study of representative novels illustrating the development and relevance of form, theme, and historical significance in literature.

19, 20. Shakespeare I, II. **Each 3 hrs.**
The course includes a study of representative plays; comedies and histories during the first semester, tragedies during the second, against the background of the Elizabethan age.

21. Twentieth Century Poetry. **3 hrs.**
Significant poetry of the twentieth century is read and carefully evaluated to introduce the student to the leading poets and forms of poetry in our time.

22. Twentieth Century Prose. **3 hrs.**
This course is designed to acquaint the student, through detailed study, with the themes, styles, and authors of the twentieth century with emphasis on contemporary writers.

23, 24. World Masterpieces I, II. **Each 3 hrs.**
The course introduces the student to the masterpieces of literature. Readings in Homer, Greek drama, Virgil, Dante, and representative works of later European writers, will be supplemented by lectures on literary forms and periods.

25, 26, 27. Readings in Literature I, II, III.
Each 1-3 hrs.
A senior student may study special topics or periods in English, American and World literature under the direction of a faculty member of the department. The project and its credits must be approved by the instructor and the department chairperson. *Prerequisites:* A grade point average of at least 3.0 is desired and 18 hours in English above 1, or permission of the instructor is expected.

28, 29, 30, 31. Seminars in Literature I, II, III, IV.
Each 3 hrs.
Selected studies and special topics in American, English and World literature. Each semester considers a special problem or an important literary movement not covered within the contents of regular course offerings. *Prerequisite:* Advisable to have had three courses in literature.

32. Introduction to Creative Writing. **3 hrs.**
An introductory course which encourages the student to understand the principles of creative writing and to explore several modes of writing — poetry, fiction, drama. Students consider works by masters of the craft and complete several writing assignments. Also, students submit their own work for review by class members and the instructor. *Prerequisite:* English 1.

33. Creative Writing. **3 hrs.**
This is an informal workshop course which enables the student to concentrate on one particular genre and to write extensively in that genre. The course develops expertise in writing and critical ability and provides an audience for the writer's work. *Prerequisite:* English 32 or instructor's permission.

34. Nineteenth Century British Literature: Victorianism **3 hrs.**
A study of the major poets and prose writers of the Victorian period with consideration of their reaction to the social, economic, political and aesthetic problems of the nineteenth century.

Government

Lauber, F. Curry, White

The undergraduate degree in government provides a suitable foundation for the student who wishes to obtain an advanced degree in political science, public administration, and other disciplines within the social sciences. The pursuit of a future degree in Law is another frequent goal of the undergraduate major.

The degree in government can lead to possible employment opportunities in: government service with local, state, and national agencies; diplomatic service careers; positions with organizations conducting research; positions in organizations engaged in planning activities at the local, state, regional, and national levels; careers in journalism and in specialized writing and editing; and, in the area of politics, the holding of elective or appointive office and positions with full-time professional campaign organizations.

Requirement for Major:

24 hours in the department.

Requirement for Minor:

15 hours in the department.

1. American Federalism. **3 hrs.**
An analysis of the interaction of citizens and institutions of the United States in the formation, implementation, and adjudication of public policy at the national level.

2. State and Local Government. **3 hrs.**
A comparative analysis of governments on the local, county, and state levels in the United States, and their interrelationship in the American Federal System.

3. Contemporary Political Science. **3 hrs.**
A general introduction to the discipline of political science. *(Offered in alternate years).*

4. Public Administration. **3 hrs.**
A study of the theory and practice of public administration in the United States — national, state and local.

5, 6. Comparative Developed States. **Each 2 hrs.**
A comparative examination of government and politics in selected countries and areas which are generally considered to have high levels of political and economic development, such as England, France, and the Soviet Union. *(Offered in alternate years).*

7, 8. Comparative Developing States. **Each 3 hrs.**
A comparative examination of the institutions and processes of government and society in selected developing countries and areas, such as India, Southeast Asia, Africa and Latin America. *(Offered in alternate years).*

9. Constitutional Law. **3 hrs.**
A course in the legal principles of the Constitution of the United States as interpreted by the courts. The case method is used. *Prerequisite:* Upper level standing. *(Offered in alternate years).*

10. International Organization. **3 hrs.**
International organization as a system of institutions for promoting peace and welfare in a world of sovereign states; the evolution of the United Nations from the League of Nations and other historical predecessors; principles, structure, methods and operation of the United Nations and other selected governmental international institutions. *(Offered in alternate years).*

11, 12. International Relations. **Each 3 hrs.**
Theory of international relations; basic factors affecting the position and policies of states, such as geography and demography; nationalism; imperialism; technological and economic factors; conflicting ideologies; instruments of foreign policy, such as diplomacy, propaganda, military power and economic and military assistance; international law and international organization.

13, 14. Political Theory. **Each 3 hrs.**
Reading, discussion and analysis of selected political and social theories from ancient times to the present. *Prerequisite:* Upper level standing. *(Offered in alternate years).*

15. Seminar-Research in Political Problems. **1-6 hrs.**
Subject to the approval of the department chairman, open to students who are qualified to do independent research. *Prerequisite:* Upper level standing.

16. Criminal Justice, System and Process. **3 hrs.**
An analysis of the structure and functions of the American system of criminal justice. Levels of analysis will include the national, state, and local components. Institutions considered will include law enforcement, judiciary, corrections and probations. In addition, the course will introduce students to the methods and insights provided by "judicial behavioralism."

Health and Physical Education

Myers, Braine, Brooks, Carpenter, Ellis, Haas, Hornor, Martin, T. Ross, Smith, Tracewell

The Department of Health and Physical Education conducts four programs: 1) Service classes which seek to teach history, rules, and fundamental skills to all students who have a continuing interest in sports and recreational activities; 2) Programs required by the Department of Education for certification of Health and Physical Education teachers; 3) An intramural athletic program which provides for participation of all interested students in organized sports activities; 4) A varsity athletic program of nine sports for men, and four sports for women, providing an opportunity for students to compete intercollegiately.

Requirement for a Major:

If in Teacher Education, student MUST consult advisor.

Non-Teacher Education Major:

1 semester Laboratory Science (3-4 hours)
Course 1 - Swimming or proficiency test
Course 2, 3, 4, 5, 10, 13, 14, 15, 18, 30.

Requirements for a Minor:

1 semester Laboratory Science (3-4 hours)
Course 4, 5, 10, 15, 30

1. Physical Education Activity. 1 hr.
An introduction to fundamental rules, techniques and skills in any one of the following activities. *Team games:* Basketball, Volleyball, Soccer, Hockey, Track. *Individual Sports:* Tennis, Archery, Bowling, Swimming, Handball, Racketball and Squash . *Dance Activities:* Ballroom Dance, Modern Dance, Folk Dance, Square Dance. *Other Activities:* Tumbling, Gymnastics, and Body Building.

2. Health and Community Health. 2 hrs.
An introductory course designed to help the student acquire the information, attitudes, and habits essential to healthful living. An introduction to the prevention of disease, sanitation, food regulations and supply, housing, etc.

3. Elementary Rhythms and Movement. 2 hrs.
An introduction to a study of basic movement skills, movement exploration, singing games, folk dancing, and social dancing, as they apply to the elementary physical education program. Emphasis on planning and conducting the activities.

4. Exercise Physiology. 3 hrs.
The course deals with the physiological effects of exercise on the human body; areas of interest include concepts of physical fitness, fatigue, weight control, nutrition, environmental stresses and review of the latest research in human performance. *Prerequisite:* Physical Education 15.

5. First Aid and Safety. 3 hrs.
An introduction to the principles and practice in schools, homes, and on the streets and highways, and the ability to take care of himself and others in case of emergency.

6. Sport Injury Control and Management. 2 hrs.
A course designed to provide basic knowledge and skills that aid in the prevention and treatment of injuries common in athletics.

8. Officiating (Men). 1 hr.
Introducing the techniques and mechanics of officiating football and track, including principles and interpretation of rules. State officiating test and supervised practice in the above sports.

9. Officiating (Men). 1 hr.
Introducing the techniques and mechanics of officiating basketball and baseball, including principles and interpretation of rules. State officiating test and supervised practice in the above sports.

10. Principles and Organization and Administration of Health, Physical Education and Athletics. 3 hrs.
A study of the problems confronting teachers, coaches, principals, and supervisors in physical education and athletic programs of the public schools. A development of the understanding of basic physical education and athletic principles on which decisions can be made relative to problems teachers and coaches may encounter.

11. Recreation Leadership. 3 hrs.
An introduction to the organization and administration of playgrounds, swimming areas, camps, and the development of leadership in recreation.

13. School Health Problems. 2 hrs.
Problems involved in school health programs including methods and materials for health instruction in elementary and secondary schools.

14. Adapted Physical Education. 2 hrs.
A study of the adapted physical education program within the school curriculum with emphasis on development of individual programs for exceptional children. *Prerequisite:* Physical Education 18.

15. Anatomy and Physiology. 4 hrs.
A study of normal development structure and function of man. Lectures, laboratories and field trips.

Designed to provide a foundation for the undergraduate student and to serve as a point of departure for advance studies in health education.

16. Health Education Seminar. 1 hr.
An in-depth study of health education on the local, state, national, and international level.

18. Kinesiology. 3 hrs.
A study of the principal muscles of the human body, how the muscles work together to perform with ease and efficiency, the basic motor skills, and the study of prevention and correction of certain posture defects. *Prerequisite:* Physical Education 4.

19. Methods of Teaching Health. 3 hrs.
This course is designed for prospective teachers, giving them the opportunity to evaluate various health teaching methods. The course is also designed to aid the student in measurement and evaluation procedures. *Prerequisite:* Junior or Senior standing.

20. Methods of Physical Education in Elementary Schools. 3 hrs.
This course is designed to help develop a philosophy, objectives, activities, program-planning and evaluation for a functional and meaningful program in elementary school physical education. *Prerequisite:* Junior or Senior standing.

21. Methods of Physical Education in Secondary Schools. 3 hrs.
Philosophy, objectives, activities, equipment, program-planning, measurement and evaluation procedures for a functional program in secondary school physical education. *Prerequisite:* Junior or Senior standing.

24. Team Sports (Men). 3 hrs.
A clinical analysis of coaching sports at the varsity level. The course is intended for future coaches and includes philosophy, code of ethics, rules, and skills of football and track.

25. Team Sports (Men). 3 hrs.
A clinical analysis of coaching sports at the varsity level. The course is intended for future coaches and includes philosophy, code of ethics, rules and skills of basketball and baseball.

26. Team Sports (Women). 3 hrs.
A study of techniques, methodology, organization, officiating, and related problems in teaching and coaching field hockey, volleyball, basketball, softball, and other minor sports.

28. Movement. 3 hrs.
An introduction to the fundamentals of efficient movement. Designed to develop physical self-awareness and an understanding of how the body works and moves.

29. Extracurricular Activities. 3 hrs.
Analysis of the objectives, contributions, values, relationships, organization and administration of the following extracurricular activites: coaching, cheerleading, intramurals, sports organizations, dance groups, special programs.

30. Physical Education Majors. Each 3 hrs.
Major 1: Introduction to physical education, including movement, fitness, conditioning, and measurement. An in-depth study of track and softball with emphasis on physical education fundaments, basic coaching, choice and care of equipment.

Major 2: An in-depth study of field hockey, lacrosse, football, racket sports and swimming with emphasis on physical education fundaments, basic coaching, choice and care of equipment. *Prerequisite:* Major 1.

Major 3: An in-depth study of basketball, wrestling, folk dance and modern dance with emphasis on physical education fundamentals, basic coaching choice and care of materials and equipment. *Prerequisite:* Major 2.

Major 4: An in-depth study of soccer, volleyball, archery, golf, and bowling with emphasis on physical education fundamentals, basic coaching, choice and care of equipment. *Prerequisite:* Major 3.

History

H. Coston, R. Curry, Hunt, B. Martin, Peterson, Sharpe

Requirements for History Major:

30 semester hours taken in the department. The course offerings are given in three fields — United

States, European, and Non-Western — with a minimum of six hours required in each of the three fields. The courses taken in each field must cover both early and modern time periods. This may be achieved in a variety of ways, depending upon the degree of concentration the student desires in each field and time. The following are the options for fulfilling these requirements:

For Early U.S., either Hist. 1 or Hist. 3 & 4
For Modern U.S., either Hist. 2 or Hist. 5 & 6
For Early Europe, either Hist. 21 or Hist. 23, 24, & 25
For Modern Europe, either Hist. 22 or Hist. 26 & 34
For Early Non-West, Hist. 41
For Modern Non-West, any remaining Non-Western History.

History majors are urged to take Philosophy 12 (Philosophy of History) and at least six hours of a foreign language.

Students with high school grades of "A" or "B" in American History or Western Civilization are urged to consider taking an achievement test to establish credit by examination for one or more of the survey courses 1, 2 or 22. The exams are prepared by the College Level Examination Program (CLEP). Reading suggestions are available in the department to aid in preparing for the exams. A passing grade permits the student to go at once into advanced courses in U.S. or European history.

Requirement for Minor:

15 semester hours including the specified hours in each of two fields. The student will elect additional hours to complete the fifteen-hour minor.

United States History

1, 2. History of the United States. Each 3 hrs.
A survey of the history of the United States from the discovery of America to date. Emphasis on social, political, and economic developments.

3. Colonial and Revolutionary North America. 3 hrs.
An introductory study of the exploration, settlement, development and the gaining of independence of the colonies which formed the United States. This includes an analysis of the developing political, social, religious and cultural institutions which established the character of the new nation after the Revolution.

4. The United States as a New Nation. 3 hrs.
A study of the development and modification of U.S. institutions and patterns from the adoption of the Constitution through the Jacksonian Era.

5. Civil War and Reconstruction. 3 hrs.
An analytical study of the social forces, events and personalities involved in the disruption of the Union, and its reconstruction (from 1840 to 1876). *Not open to freshmen.*

6. Recent History of the United States. 3 hrs.
An analysis of American society emphasizing the role of leadership, policy-making, and events of our foreign and domestic involvements since 1933.

8. West Virginia: the Mining State. 3 hrs.
A study of the coal industry and its economic, social, and political influence on the history of West Virginia designed for teachers of Social Science and individuals interested in the affairs of this state and its region.

9. Intellectual History of the United States. 3 hrs.
An investigation into patterns of American thought from Puritan Times to the present. Areas covered include Puritanism, the Enlightenment, Democratic Social Thought, the Frontier, Romanticism, Reform, Naturalism, Naturalistic Thought, Progressivism, the Depression and New Deal, and developments since 1945.

10. United States Urban History. 3 hrs.
A study of the life and character of the United States as it changes from an agrarian to an industrial culture. This includes an examination of social and technological forces, rural and urban life, and recent trends in urban areas.

11. Minorities in United States History. 3 hrs.
A study of the life and character of racial and ethnic groups such as Black, Indian and Oriental Americans during different periods of United States history.

12. Makers of the Modern World. **2 hrs.**
Representative U.S. and European leaders studied as persons in the context of their times. Selected biographies are read for class discussion, and individual outside readings are also developed with the approval of the instructor. *Not open to freshmen.*

13. History of American Labor. **3 hrs.**
A study of the forces which influenced the rise of labor, the history, objectives and methods of organized labor; trade and industrial unionism; collective bargaining; current aspects of labor-management and labor-government relations; labor law. Colonial times to the present with emphasis on late 19th Century, the depression, and the present. Case studies and outside consultants.

European History

17. History of England. **3 hrs.**
From the Roman conquest to 1700. Emphasis will be on the development of the common law, common law courts, Parliament and the monarchy against a background of social, cultural, and economic development of the period. *Suggested for pre-law and political science students as well as History students.*

21. History of Western Civilization I. **3 hrs.**
Survey of Western Civilization from beginning to the close of the religious wars of the Reformation. Concentration on its political, social, economic, intellectual and artistic aspects for an understanding of world civilization today.

22. History of Western Civilization II. **3 hrs.**
Survey of Western Civilization from close of the sixteenth century to the nuclear age. Concentration on its various aspects as in 21.

23. Ancient History. **3 hrs.**
A study and comparison of the classical age of Greece (especially the Age of Pericles) and of Rome (especially the Age of Augustus). Each society is looked at as a whole through its political, economic, social, religious, literary and artistic manifestations.

24. Medieval History. **3 hrs.**
A study of the development and characteristics of medieval society in Europe. Feudalism and manorialism, the literary and artistic expressions and the religion and beliefs they express, developments in the church and church-state relations, the rise of capitalism and the nation-state, are among the subjects covered.

25. Renaissance and Reformation. **3 hrs.**
Religious and social changes during the period of the Renaissance and Reformation. *Not open to freshmen.*

26. History of Europe Since Napoleon. **3 hrs.**
The reactions of European society to the problems created by industrialization, nationalism, revolutionary movements, the world wars, and the decline of Europe; particular emphasis on how Europeans viewed themselves and their world through the great novels of the last century and a half.

27. History of Modern Germany. **3 hrs.**
The nature of Prussian society, the rivalry between Prussia and Austria for the command of German affairs, the quality of Prussian leadership in the German Empire of 1871-1918, the politics and culture of the Weimar Republic, Nazi totalitarianism, and the reshaping of East and West Germany since the Second World War.

28. History of Modern Russia. **3 hrs.**
The history of Russia from 1796 to the present with special emphasis on the confrontation with the West, the decline and fall of Russian autocracy, the evolution of reform thought and revolutionary opposition, the revolution of 1917, subsequent transformation, the Marxian dream, and the Soviet reality.

30. Britain: Yesterday and Today. **3 hrs.**
English history from 1700 to the present, with special emphasis on the character of social relations, the impact of industrialization, the capacity of the aristocracy, the creation of empire, and the decline of the realm.

31. Modern Imperialism. **3 hrs.**
A study of the dynamics of modern imperialism. The domestic and international factors that gave force to the idea will be examined while comparing the various ideological, administrative and goal orientations of American and European imperialism in the 19th and 20th centuries. *Not open to freshmen.*

32. Power and Values. **3 hrs.**
An examination of the acquisition, organization and uses of power; the generation of values and value ends toward which a society uses its power; a comparative study of the age of Louis XIV and the era of Franklin D. Roosevelt; emphasis on the similarity of problems and limitation of means in their resolution in each age. *Not open to freshmen.*

33. History of French Society, 1815-1945: History Through the Novel. **3 hrs.**
An attempt to deal with the problems of cultural and social causes of political instability, the revolutionary tradition, liberal and conservative thought, and derive a peculiarly French view of the world through extensive study of French novels from the 1815-1945 period.

34. History of Europe: Dynasties and Dissidents. **3 hrs.**
Intellectual and social structure, 1648 to 1815; dynamics of social and political change, principles of authority and bases of revolution from the Reformation to the French Revolutionary and Napoleonic period.

Non-Western History

41. Introduction to the Non-Western World. **3 hrs.**
An introduction to selected traditional societies before their contacts with Western Civilization during the 19th Century. The use of novels and audio-visuals supplements texts and lectures to gain an understanding of the common man's village life as well as the Great Tradition of these civilizations.

42. History of Africa. **3 hrs.**
A study of sub-Saharan Africa, especially since 1800, including: the slave trade and its impact on traditional societies, the European scramble for African territories and African reactions, colonial administrations, economic changes, nationalism and independence movements, problems and trends of African nations since independence. *Not open to freshmen.*

43. History of East Asia. **3 hrs.**
A study of the contrasting patterns of Chinese and Japanese modernization since the mid-nineteenth century. *Not open to freshmen.*

44. People's Republic of China. **3 hrs.**
A study of issues in Chinese history since 1949, such as the balance between continuity and change, between ideology and practical considerations, and between domestic and foreign policies. Student research, class lectures and discussion. *Not open to freshmen.*

45. Modern India. **3 hrs.**
A comparison of native, Anglo-Indian and British opinions about the Mutiny of 1857 and its long-range consequences, subsequent developments in British policy and Indian actions. This culminates in a consideration of the nationalist controversy involving the conflict of Moslem, Hindu and English objectives. *Not open to freshmen.*

46. History of Latin America. **3 hrs.**
A study of the history of Latin America from the period of discovery to the present. Emphasis on the national period with special attention to relations between Latin American countries and the United States. *Not open to freshmen.*

47. History of Mexico. **3 hrs.**
A study of the history of Mexico from its discovery to the present time. The Indian cultures will be discussed in both pre-hispanic and post-hispanic backgrounds. The Colonial Period will involve Spanish culture and institutions in relation to Mexico. The Independence Period will be treated with relation to Europe and the United States. Emphasis will be given to social, political and cultural developments. Relations with the United States will be treated fully. *Not open to freshmen.*

50. Special Topics. **1-3 hrs.**
An examination of a selected topic. Initiated either from the special interest of department members or student interest. *Not open to freshmen.*

51. Readings in History. **1-3 hrs.**
Directed readings in areas approved by instructor, usually conducted primarily through conferences. *Open only to seniors majoring in History except through special permission from the instructor.*

Home Economics

Halverson, S. Miller, Simmons, Walls

The Home Economics Department provides fundamental preparation for those wishing to enter professional careers in home economics or to enter graduate school. Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences and the arts, and applies this knowledge to improving the lives of families and individuals. It is the purpose of this department to develop competency in utilizing both human and material resources to further the well-being of society. For this reason, all courses in the department are open to all students, regardless of major, if prerequisites are met. This department has well-equipped laboratories and lecture rooms. In addition, there is a Home Management House in which students live for several weeks trying out new theories and putting principles they have learned in the classroom to actual test.

Students planning to teach at the secondary level are eligible for vocational certification in home economics. Students can meet the requirements of the American Dietetic Association for dietetic internships. Wesleyan is the only private college in the state approved to issue the vocational teaching certificate in home economics and the only private coeducational college in the tri-state area to offer the dietetic program.

Requirement for Major:

A minimum of 32 hours including: 1, 2, 3, 4, 5, 9, 12, 15, 20, 21, 22, 23. Students interested in the professional careers or in entering graduate school should consult the faculty in the department about the selection of additional courses.

Requirement for Minor:

A minimum of fifteen semester hours including: 1, 3, 4, 9, 22.

Requirement for Dietetic Internship:

The course requirements for a major plus the following home economics courses: 13, 14, 16, 17. Also Chemistry 1, 2, 9, 10, 15; Biology 1, 5, 6, 19; and Business Administration 1, and Bus. Adm. 16 or Psych. 5.

1. Design. **3 hrs.**
Practical applications of color and design in everyday life, specifically as related to clothing, food, home furnishings, housing and textiles.

2. Personal and Family Living. **3 hrs.**
An exploration into personal and family relationships in our society as they affect today's young adult. Includes study of courtship, husband-wife and parent-child relationships. Enrollment limited to students of freshman or sophomore standing. *(Offered fall semester.)*

3. Child Care and Development. **3 hrs.**
A study of all aspects of the care and development of the child from conception through age nine with emphasis on the knowledge and guidance of young children in their emotional, social, intellectual and physical development. Enrollment limited to students of upper class status.

4. Apparel Construction. **2 hrs.**
Application of basic principles of clothing construction techniques employing programmed learning approach.

5. Apparel Selection. **3 hrs.**
An examination of the aesthetic, economic, physiological, psychological, and sociological factors involved in apparel selection. Includes the acquisition and use of clothing and consumer responsibilities and protections. *Prerequisite:* home economics majors, Home Economics 1, others, none.

6. Textiles. **3 hrs.**
A study of fibers, yarns, weaves, fabrics, finishes, and testing procedures. Includes end-uses of fibers and fabrics, their characteristics, how to choose wisely, what to expect and how to care for specific fabrics. *(Offered spring semester).*

7. Tailoring. **3 hrs.**
Principles of detailed and tailored finishes and problems of fitting and time management in the construction of a suit or coat. *Prerequisite:* Home Economics 4 or permission of instructor.

8. Problems in Apparel Construction. 2 hrs.
Comparative study methods and techniques of working with various fabrics, fitting problems, flat-pattern design, or draping, to meet individual needs. *Prerequisite:* Home Economics 7, or permission of instructor. *Alternate years - offered 1976-77.*

9. Food Science 4 hrs.
A study of the structure of basic ingredients and the various effects they have on one another when blended together to form products. *(Offered spring semester).*

10. Experimental Foods. 2 hrs.
Experimentation with selected food materials, techniques, and equipment. Opportunity for directed study in an individually chosen area. *Prerequisites:* Home Economics 9, 15. *Alternate years - offered 1975-76 fall semester.*

11. Cultural Aspects of Foods. 2 hrs.
An historical approach to the importance of foods in today's world. A consideration of food availability, preparation, and the social, cultural and economic implications and nutritive adequacy. *Alternate years - offered 1976-77 fall semester.*

12. Elementary Nutrition. 3 hrs.
An introductory study of the individual nutrients in respect to digestion, absorption, metabolism, body needs and food sources. This information is applied through study of the life cycle.

13. Advanced Nutrition. 3 hrs.
A study of human nutrition, including the chemistry of food nutrients, digestion, absorption, and metabolism. Principles of human nutrition applied to individual, family, community, and world problems. *Prerequisites:* Home Economics 9, 12; Biology 5, 6; Chemistry 15, or permission of instructor. *Alternate years - offered fall 1975-76.*

14. Diet Therapy. 3 hrs.
Study of diet in pathological conditions, stressing its importance in diseases that can be prevented and/or treated by proper diet. *Prerequisite:* Home Economics 13.

15. Meal Management. 2 hrs.
Management of the selection of food, and the planning, preparation, and serving of family and guest meals, with attention to cultural influences and to resources such as time, money, and equipment. *Prerequisites:* Home Economics 9, 12.

16. Quantity Cookery. 3 hrs.
Problems in purchasing and preparing food for large groups. Practical experience in planning, preparing and serving food for large groups. *Prerequisites:* Home Economics 9, 15. *Alternate years - offered 1976-77.*

17. Institutional Organization and Management. 2 hrs.
A study of personnel administration, financial management, equipment, and efficient operation of food service in institutions. *Alternate years - offered spring 1976-77.*

18. Home Furnishings. 2 hrs.
A study of the selection of furnishings for the home in relation to interests, activities, needs, quality, economy, aesthetics, and individuality. *(Offered fall semester).*

19. Housing. 2 hrs.
Study of factors and problems involved in choice of housing for the family; evaluation of dwelling units in terms of family needs and values; considerations in buying, building, and renting. *(Offered spring semester).*

20. Home Equipment. 2 hrs.
Principles of operation, performance, selection, and care of home equipment. *(Offered fall semester).*

21. Demonstration Techniques. 2 hrs.
Application of demonstration principles in planning and presenting all types of home economics demonstrations. Must take concurrently with or following Home Economics 20.

22. Home Management Theory. 3 hrs.
A study of the management process and decisions involving the use of family resources to achieve personal and family goals. *(Offered fall semester).*

23. Home Management Residence. 3 hrs.
A laboratory study of the process of management in group living and its application to family living. Senior women majors and minors live in the Edna Jenkins Home Management Cottage for 5 weeks. *Prerequisites:* Home Economics 9, 15, 22.

25. Independent Study in Home Economics. 1-3 hrs.
One area selected for intensive, independent study. *Prerequisites:* one course in area selected and consent of instructor with approval of staff.

26. Fashion and Apparel Industry. 3 hrs.
Factors affecting the origin and development of fashion, and the production, distribution, and promotion of fashion merchandise. A study of the ready-to-wear market and factors involved in consumer acceptance of fashion. *Prerequisites:* Home Economics 5, Business 4, or consent of instructor.

27. Clothing for the Handicapped and Elderly. 3 hrs.
A study of the clothing needs and problems of the elderly and handicapped whose physical conditions limit their clothing choices; the clothing adaptations and solutions to these problems; and specially designed clothing and its availability. *Prerequisite:* Consent of instructor.

Library Science

Burns, Androczi, Crutchfield, J. Martin

The Department of Library Science aims to help students acquire sufficient training to become librarians in public schools and in public libraries, and to provide preprofessional training for students who plan to pursue graduate study in the field.

Requirement for Major:

26 semester hours in the department, including 1, 5, 6, 7, 8, 9 and 10.

Requirement for Minor:

18 semester hours in the department, including 1, 5, 6, 7, 8 and 9.

It is strongly recommended that courses be taken in sequence insofar as possible.

1. Introduction to the Library. 2 hrs.
The functions of libraries. Instruction in use of books and libraries, book selection, basic reference materials, and other problems. A general course useful to all students.

2. Literature for Children. 3 hrs.
A survey of literature for children designed for teachers and librarians in elementary schools. Evaluation, selection and use of books and related materials for children. *This course is required for elementary teachers in West Virginia.*

3. Selection of Library Materials for Young Persons. 3 hrs.
Criteria for selection of books, and other library materials, for high school age groups, and use of standard aids in making selections; methods of stimulating and guiding effective use of library materials and services.

4. Selection of Library Materials for Adults. 3 hrs.
Survey of trends in reading and library use by adults; general principles of library materials selection and public relations for libraries, including intellectual freedom; oral and written reviews of library materials.

5. Classification and Cataloging. 3 hrs.
The principles of classifying and cataloging all types of books, periodicals and government publications. Abridged Dewey Decimal Classification Popular Guide to Government Publications. Filing, correlated with practical experience in the college library. *Prerequisite:* Lib. Sci. 1 or permission of the instructor.

6. Classification and Cataloging. 3 hrs.
Classifying and cataloging all types of books and non-book materials; film, manuscripts, maps, music, rare books, specimens, etc. Dewey complete tables, Library of Congress, and other classification systems. (Bliss, Colon, Universal classification and computerized library catalogs). Other filing and charging systems. *Prerequisites:* Lib. Sci. 1, 5.

7, 8. Reference and Bibliography. Each 3 hrs.
The philosophy of reference service; evaluation, selection, and use of reference materials for libraries of all

types; methods of organizing and transmitting information, including automated systems. *Prerequisite:* Lib. Sci. 1 or permission of the instructor.

9. Organization and Administration. **3 hrs.** Principles underlying the management of libraries, with attention to forms of organization, financing, housing, personnel, public relations, acquisition and handling of stock, and provision of services. *Prerequisites:* Lib. Sci. 1; any two of 2, 3, 4, 5, 6, 7, 8.

10. Library Practice. **3 hrs.** Guided practice in all phases of the operation of libraries, including effective use of teaching methods by various age groups. Sixteen clock hours of lecture and discussion and 64 clock hours of practice, distributed among public, public school, and college libraries. *Prerequisite:* Lib. Sci. 9.

Mathematics

Berry, Anderson, Honsinger, Klausewitz, Wiest

The Mathematics Department structures its courses to prepare students majoring in mathematics for entrance to graduate school; to provide students of engineering with the necessary foundations; to train students who wish to pursue careers in teaching mathematics or related teaching fields; to provide the mathematical tools needed in the natural, social and applied sciences. The mathematics program is flexible and under constant revision to satisfy the needs of students and of present-day society.

Requirement for Major:

At least 36 semester hours, including 6, 7, 11, 12, 13, 15, 17, and 19. The remaining hours may be selected, with adviser approval, from any Mathematics courses, including Computer Science 7 and 10, but excluding Mathematics 1, 2, 3, 4. Recommended selections include:

Pure Mathematics: 9, 10, 14, 20

Engineering Mathematics: 8, 16, 20, CS 7.

Operations Research and Statistics: 20, 21, CS 10, CS 7.

Other emphases include Mathematical Economics and Biomathematics. It is strongly recommended that a minor be selected in an application area reflecting the emphasis in the major.

Requirement for Minor:

At least 17 semester hours, including 6 and 7. Remaining hours may be selected, with approval of a Mathematics faculty member, from any Mathematics courses except 1, 2, 3, 4.

1. Developmental Mathematics. **0 hrs.** Development of the skills in algebraic manipulation and descriptive geometry that are necessary for college-level Mathematics courses. Format is individualized and computer-assisted. May be required for students with diagnosed weaknesses before they are allowed to take any further Mathematics.

2. College Algebra. **3 hrs.** Quadratic equations in one or more variables; inequalities; logarithms; theory of equations; matrices and determinants; Binomial Theorem. Other topics which may be considered include: progressions, permutations and combinations. *Prerequisite:* Demonstrated proficiency in Mathematics 1.

3. College Trigonometry. **3 hrs.** The trigonometric functions; identities and conditional equations; the inverse trigonometric functions, Laws for Sines, Cosines, and Tangents; solution of triangles, and, if time permits, DeMoivre's Theorem. *Prerequisite:* Demonstrated proficiency in Mathematics 1.

4. Finite Mathematics. **3 hrs.** Designed for students who do not plan to take Calculus. Sets, numbers, permutations, and combinations; probability aand Markov chains; linear programming and games, elementary computer programming; first order logic; statistics. *Prerequisite:* Demonstrated proficiency in Mathematics 1.

5. Introduction to Mathematical Systems. **3 hrs.** A formal approach to number and shape. Set-theoretic development of number systems; operations with numbers; functions and their graphs; Euclidean geometry, isometrics, and complex numbers. *Prerequisite:* Demonstrated proficiency in Mathematics 1.

6. Calculus I. **4 hrs.**
Analytic geometry of the plane; limits; derivatives of algebraic and transcendental functions; rules for differentiation; implicit differentiation; application of the derivative; Mean Value Theorem; introduction to the integral and its applications; antiderivatives and the Fundamental Theorem of Calculus. *Prerequisites:* Mathematics 2 and 3 or equivalent and consent of instructor.

7. Calculus II. **4 hrs.**
Techniques of integration, including substitution, partial fractions, and integration by parts; polar coordinates; total differentials and partial derivatives; series; indeterminate forms; solid analytic geometry; volumes, surface areas, and multiple integrals; cylindrical and spherical coordinates. *Prerequisite:* Mathematics 6.

8. Ordinary Differential Equations. **3 hrs.**
Techniques for first order equations, including separation of variables and exact equations; nonlinear equations; homogeneous and non-homogeneous linear equations; Wronskians and linear independence; variation of constants; solution by power series; the Legendre equation; regular singular points. *Prerequisite:* Mathematics 7.

9. Finite Geometries. **3 hrs.**
Galois theory for finite fields; linear and cyclic codes; incidence axioms for finite geometries; balanced incomplete block designs; Latin squares and projective planes; matroids; perfect and nearly-perfect codes. *Prerequisite:* Mathematics 10.

10. Algebraic Structures. **3 hrs.**
Algebraic and discrete structures, including groups, rings, fields, Boolean algebras, lattices, and automata; morphisms and related theorems; product and quotient structures. Applications include optimization of computer design, error-detecting and error-correcting codes, and compiler techniques. *Prerequisite:* Mathematics 12.

11. Linear Algebra. **3 hrs.**
Vector spaces; linear mappings; matrices; inner products and orthogonality; symmetric, skew-symmetric, and Hermitian forms; eigenvalues and eigenvectors; positive definite linear operators; norms; linear inequalities. *Prerequisite:* Mathematics 12.

12. Basic Concepts of Mathematics. **3 hrs.**
Designed for students planning to continue in Mathematics beyond Calculus. This course should be taken before the junior year. Sets, functions, and relations; formal construction of rational, real and complex number systems; formulating and proving conjectures; mathematical induction. *Corequisite:* Mathematics 7.

13. Real Analysis I. **3 hrs.**
Real topology: sequences, continuity, compactness, uniform continuity; Bolzano-Weierstrass and Heine-Borel Theorems. Differentiation: differential operators, mean value theorems, local and global extrema, Implicit Function Theorem, Taylor's Theorem. *Prerequisite:* Mathematics 12 and Mathematics 15.

14. Real Analysis II. **3 hrs.**
Integration: the Riemann-Stieltjes integral, the Fundamental Theorem, mean value theorems, the Jacobian Theorem, integration of differential forms and Stokes' Theorem. Elementary functional analysis: uniform convergence, Weierstrass Approximation Theorem, differentiation and integration of series. *Prerequisite:* Mathematics 13.

15. Calculus III. **3 hrs.**
Calculus in several variables; line, surface, and volume integrals; introduction to vector analysis; Taylor's series; improper integrals, including the Gamma and Beta functions; transformation of integrals and Jacobians; elementary Hilbert space techniques, including generalized Fourier series. *Prerequisite:* Mathematics 7.

16. Vector Analysis and Complex Variables. **3 hrs.**
Calculus of vectors: gradient, divergence, curl, curvilinear coordinates, applications of Stokes' Theorem. Analytic functions of one complex variable: Cauchy's Theorem, maximum modulus principle, entire functions, Laurent series, residues, conformal mappings, analytic continuation. *Prerequisite:* Mathematics 15.

17. Mathematical Modelling. **3 hrs.**
Scientific systems analysis, including determination of parameters and variables, formulation of relevant quantitative relationships, structured development of models from submodels, and computer implementation. Students may choose one of 3 models:

1. Biological and Ecological Models. Population modelling and the Lotka-Volterra Equations, species competition models, zoo distribution models, ecosystem energy flow, genetics and the Hardy-Weinberg Law.

2. Economic and Managerial Models. Inventory models, Markov chains, utility models, Bayesian methods, queuing models, Monte-Carlo simulation, portfolio models.

3. Energy and Quantum Models. Physical processess involving Laplace transforms, Fourier series, partial differential equations, harmonic functions, and simulation. *Prerequisites:* Mathematics 7, Computer Science 1, and consent of instructor.

18. Special Topics. **1-3 hrs.**
Advanced topics in Mathematics and Computer Science. This course will not duplicate or be substituted for a course already listed in the catalog, and will be offered as interest dictates. Topics include Topology, Partial Differential Equations, Mathematical Logic, Automata Theory, Nonlinear Programming, and the Theory of Compilers and Operating Systems. *Prerequisite:* Consent of the instructor.

19. Seminar. **1 hr.**
Required of, and restricted to, senior Mathematics and Computer Science majors. Individual research in a nontrivial area of the mathematical sciences which builds on and extends the student's background.

20. Probability and Statistics I. **3 hrs.**
Probability spaces, counting techniques, discrete and continuous random variables, distribution and density functions, conditional probability and independence, expectation and moments, normal and Chi-square distributions, convolution formulas, F and Student distributions, Chebyshev's Inequality, Central Limit Theorem. *Corequisite:* Mathematics 15.

21. Probability and Statistics II. **3 hrs.**
Sampling distributions, formulating and testing hypotheses, point and interval estimation, maximum likelihood, Bayesian techniques, regression theory and the general linear model, analysis of variance, order statistics and non-parametric tests. *Prerequisite:* Mathematics 20.

Computer Science

The Computer Science curriculum attempts to prepare students majoring in the program for graduate study in computer science and related fields and for careers in the many related governmental and industrial organizations; to give students in science, business, government, education and other disciplines the necessary background for the employment of computers in their chosen careers whenever the need should arise; and to provide any interested student with a basic knowledge of this dynamic aspect of modern society.

A.A. Degree — Computer Science

An A.A. degree program in computer science is offered as an alternative to the four-year program. The two-year program provides a basic survey of computer science and permits the student to acquire programming skills necessary for employment in electronic data processing.

The following courses are required for the Associate Degree in Computer Science:

English 1	3
Speech 2	3
Accounting 1, 2	6
Religion or Philosophy	3
Physical Education	2
Economics 2, 3	6
Business Statistics	3
Quantitative Methods	3
Computer Science 2, 5, 8, 9	12
Mathematics 6, 7	8
Physical Science 5, 6, 11	11
	60
Electives	4
	64

B.S. Degree — Computer Science

The B.S. degree program in computer science is designed to prepare the student for graduate study and/or a professional career. The four-year student is expected to minor in business, science, or government, and liberal provisions for electives in the final two years allow for this. The transfer student with training in data processing and computer science from a community or junior college can integrate immediately into the four-year computer science program.

Requirement for Major:

A.A. Degree — Computer Science 2, 5, 8, 9; Mathematics 6, 7; Physical Science 11.

B.S. Degree — Minimum of 44 semester hours including Computer Science 2, 5, 10, 11, 12; Mathematics 6, 7, 10, 11, 12, 19; and additional courses selected from one of two tracks: **Scientific Track** — Computer Science 7; Mathematics 8; Physical Science 11 and 29; **Business Track** — Computer Science 8, 9; Mathematics 20, 21.

Majors who select the business track are encouraged to take Business 1, 2, 5, and 13.

Requirement for Minor:

Minimum of 15 semester hours in Computer Science including Computer Science 2 and 5.

Computer Science 1 does not count toward a major in Computer Science.

1. Introduction to Computer Science. **3 hrs.**
History and growth of computers and Computer Science; formulation of problems; algorithms and flowcharting; elementary BASIC programming, including a course project. Designed for nonmajors.

2. Introduction to Computer Science. **3 hrs.**
Data representation; elementary computer organization; flowcharts and algorithms; basic programming language concepts, with emphasis on FORTRAN; scientific and business applications. *Prerequisites:* Mathematics 2, Computer Science 1, or equivalent.

5. Computers and Programming. **3 hrs.**
Computer organization; machine language programming; symbolic coding and assembly systems; macro definition and generation; program segmentation and linkage; construction of elementary assemblers; introduction to operating systems. *Prerequisite:* Computer Science 2.

7. Numerical Analysis. **3 hrs.**
Error analysis; successive approximations and Newton-Raphson method; Gauss elimination; numerical integration and differentiation; least squares and curves of best fit; Runge-Kutta methods. *Prerequisites:* Computer Science 2, Mathematics 11.

8. Business Programming. **3 hrs.**
COBOL programming techniques for writing reports; performing major, intermediate, and minor totals; constructing and searching tables; sorting and file processing. *Prerequisite:* Computer Science 1 or equivalent.

9. Information Systems. **3 hrs.**
Nature of decision-making process; defining physical and logical system requirements; design, implementation and evaluation of management information systems; PERT systems. *Prerequisite:* Computer Science 8.

10. Linear Programming. **3 hrs.**
Interpretation of price equilibrium in terms of dual and primal linear programs; the simplex algorithm for linear programming; assignment and transportation models; elementary game theory. *Prerequisite:* Mathematics 11.

11. Data Structures. **3 hrs.**
Basic concepts of data; strings, lists, multilinked structures; graph theory; searching and sorting algorithms; file structures; storage allocation and garbage collection. *Prerequisites:* Computer Science 5, Mathematics 10.

12. Programming Languages. **3 hrs.**
Formal study of computer programming languages. Topics include: information binding, execution

environments, formal grammars, automata, and comparison of algorithmic, string, and list-processing languages. *Prerequisite:* Computer Science 11.

16. Logical Laboratory. **3 hrs.**
Microprocessing; machine instruction and execution; input-output facilities; logical design of minicomputers. *Prerequisite:* Physical Science 11.

Modern Languages

Field, *French;* Hamner, *German;* Gurdak, Sun, *Chinese.*

Courses in this department are designed to teach spoken as well as written French and German. The curriculum is intended to give both the beginning student and the student who has previous experience with French or German an opportunity to acquire the skills needed to develop a working knowledge of the language.

Students interested in languages other than French and German may make arrangements through the Language Department for summer study in a variety of programs, in the United States as well as in many foreign countries. Language credit earned in American institutions is transferred in the normal manner. Students interested in credit for language study in a foreign institution should consult with a member of the department.

Note: Students interested in New Testament Greek should consult the course listings for the Department of Religion.

French

Requirement for Major:

18 semester hours above French 6, chosen in consultation with advisor.

Requirement for Minor:

6 hours above French 6, chosen in consultation with advisor.

Students majoring in French are encouraged to spend a semester or a year abroad.

Students enrolled in introductory and intermediate courses will take a placement test to determine the level of their achievement.

1, 2. Introductory French. **Each 3 hrs.**
An audio-lingual course, conducted largely in French, designed to give the student basic fluency in the four language skills: comprehension, speaking, reading and writing. One hour of laboratory per week.

3, 4. Accelerated Introductory French. **Each 5 hrs.**
A more intensive audio-lingual approach, designed for the student who has only one year to invest in the study of French. One hour of laboratory.

5, 6. Intermediate French. **Each 3 hrs.**
A course conducted in French designed to continue development in basic language skills and to give exposure to varied aspects of French civilization. Includes weekly lab assignments.

7, 8. Conversational French. **Each 3 hrs.**
A course designed to develop additional fluency in spoken French. Directed and free discussion. *Prerequisite:* French 5 or permission of the instructor.

9. Reading Knowledge of French. **3 hrs.**
An intermediate level course conducted in English with readings in French. Initial work done with a text to introduce the student to reading skills in French; additional work done on individual or small group basis, in the field of the student's interest where possible. *Prerequisite:* 9 hours of French or permission of instructor.

11, 12. Advanced French. **Each 3 hrs.**
An advanced study of the written and spoken language with readings and discussions related to France and to topics of current interest. *Prerequisite:* French 6 or equivalent.

13, 14. Survey of French Literature. **Each 3 hrs.**
A lecture-discussion course presenting a chronological survey of the masterpieces of French literature from the medieval to modern periods. Introduction to "explication de texte," readings from both selections

and complete works in French. *Prerequisite:* French 12 or the permission of the instructor.

15, 16. Study of French Civilization. Each 3 hrs.
A lecture-seminar course designed to broaden the student's understanding of French society, both past and present. Readings from primary and secondary courses in French. *Prerequisite:* French 12 or permission of the instructor.

17. Directed Readings in French. Each 1-3 hrs.
Prerequisite: 12 hours of course work selected from the following: French 11, 12, 13, 14, 15, 16, or permission of the instructor. *This course may be repeated for credit if a new topic is chosen.*

German

Requirement for Minor:

6 semester hours above German IV.
The minor in German is normally available only to students who undertake additional study at another institution. Arrangements may be made through the Language Department for summer study at all levels in programs both in the United States and in German-speaking countries.

1, 2. German I and II. Each 3 hrs.
A course for beginners, conducted largely in German. Designed to develop basic competence in the four language skills: comprehension, speaking, reading and writing. *Minimum one hour per week of laboratory.*

3. German III. 2 hrs.
A reading skills course incorporating a review of basic grammar and vocabulary development. *Prerequisite:* German 2 or two years of high school German.

4. German IV. 2 hrs.
A course designed to develop speaking and comprehension skills. *Minimum: one hour laboratory per week. Prerequisite:* German 2 or two years of high school German.

5. German V. 2 hrs.
A course designed to develop skill in writing. *Prerequisite:* German 2 or two years of high school German.

6. German VI — Special Topics. 1-2 hrs.
An independent-study course in one of four areas: vocabulary development, reading in history, theology or science, German culture, survey of German literature. May be repeated in different topics. *Prerequisite:* German 3, 4, 5, or its equivalent.

Contemporary Chinese

A two year sequence of three hour courses, offered one per semester, will introduce the student to the basic elements of the contemporary Chinese language. In addition to an emphasis on oral and reading skills, the language study will be used as an instrument for introducing elements of historical and contemporary Chinese culture.

A student who completes the two year sequence can expect:

1) to be able to read, with the assistance of a dictionary, most current newspapers and magazines.

2) to be able to carry on basic daily Chinese conversation.

3) to be able to develop and expand his/her facility in the language through continued self-study.

4) to be able to continue the study of the Chinese language in graduate school for use as a research language or in a program of Chinese language and literature.

1. Elementary Chinese I. 3 hrs.
The tonal nature of the Chinese language; the structure of the graph; systems of romanization; elementary grammar; conversational practice.

2. Elementary Chinese II. 3 hrs.
Elementary grammar; conversational idioms; conversational practice.

3. Intermediate Chinese I. 3 hrs.
Intermediate grammar; elements of style in composition; proper names and place names; conversational practice.

4. Intermediate Chinese II. 3 hrs.
Intermediate grammar; elements of style in composition; conversational practice; reading selected articles from contemporary newspapers and magazines.

Music

Loftis, Dees, Gamble, Kendrick, Milburn, Parsons, Shafer

It is the purpose of the Department of Music to afford students an opportunity to develop an understanding and appreciation of music, and to become accomplished musicians. The curriculum leading to the degree of Bachelor of Music Education is designed specifically for students preparing for the teaching profession. The curriculum leading to the degree of Bachelor of Arts with a major in Applied Music is designed specifically for students who wish to concentrate primarily on the study of music literature and in the development of their performance skills. Those wishing to achieve the same degree with a major in Theory will follow basically the same curriculum but with less emphasis on performance and a greater concentration on theory and literature. All curricula offered provide a strong foundation for graduate study.

The Music curriculum is competency-based. Each candidate for a degree in music must satisfactorily complete all the competencies currently required in order to be cleared for gradation. The administration of the program is explained to every new student during the first semester of residence.

The Music Department is a fully accredited member of the National Association of Schools of Music and endorses the statement on Basic Musicianship adopted by this national accrediting organization. We recognize that all musicians, whether performers, composers, scholars, or teachers, share common professional needs, since every musician must to some extent be a performer, a listener, an historian, a composer, a theorist, and a teacher. Every attempt is made

to develop basic musicianship in studies which provide the student with the following:

1) A conceptual understanding of such musical properties as sound, rhythm, melody, harmony, texture and form; and opportunities for developing a grasp of their interrelationships as they form the cognitive-affective basis for listening, composing and performing;
2) Repeated opportunities for enacting in a variety of ways the roles of listener (analysis), performer (interpretation), composer (creation), and scholar (research);
3) A repertory for study that embraces all cultures and historical periods.

Requirement for the Degree of Bachelor of Music Education:

54-64 semester hours of music, including 1, 2, 3, 6 and 7 (for non-voice majors) 8, 9, 10, 11, 12, 13, 14, 17, (voice majors only) 20, 21, 25, 26, 27, 30, 31 and 34. All candidates for this degree are required to attain a minimum of Level 8 in their chosen field of applied music, which is normally achieved by a maximum of 14 semester hours of study, and to present an assisted recital on their major instrument in their junior or senior year (with or without 1 hour credit). All non-keyboard majors are required to attain a level 2 in piano, which is normally achieved by a maximum of four semester hours of study. All candidates for this degree are expected to participate in at least one ensemble each semester, with or without credit, and to establish a minimum of 4 semester hours credit in ensemble.

This curriculum includes 22 semester hours of professional education, including Education 1, 9, 6, 34, 22, 23 and music 43. This curriculum also includes courses currently required by the West Virginia Department of Education for *all* teacher certificates, and/or by West Virginia Wesleyan College for *all* degrees. It also includes sufficient hours for a minor in Education.

Requirement for Degree of Bachelor of Arts with a major in Theory:

48 semester hours, including 1, 2, 3, 20, 21, 23, 24, 25, 26, 27, 34, 35, four semester hours in upper division courses in music literature; and eight semester hours of piano (attainment of level 6).

Requirement for Degree of Bachelor of Arts with a major in Applied Music:

48 semester hours, including 1, 2, 3, 20, 21, 34; four semester hours in upper division theory or music literature, 26, 27, and the attainment of level 10 in the chosen field of applied music (which is normally achieved by a maximum of 16 semester hours of study). All candidates for this degree are required to present a senior recital on their major instrument (with or without 1 hour credit).

Students majoring in music must obtain the permission of their applied music instructor before participating in any solo performance not sponsored by the department.

Requirement for Minor:

16 semester hours, including 1, 4, 22, the attainment of level 4 in the chosen area of applied music (which is normally achieved by a maximum of 4 semester hours study), 2 semester hours of ensemble and 2 semester hours of electives in music.

Theory and Composition

LOWER DIVISION:

1. Introduction to Musicianship. **4 hrs.**
Review of mechanics and music fundamentals. Integrating study of sight singing, dictation, harmony, and keyboard harmony. Class meets five hours per week.

2. Introduction to Musicianship. **4 hrs.**
Continues Music 1. Class meets five hours per week. *Prerequisite:* Music 1.

UPPER DIVISION:

20. Advanced Musicianship. **4 hrs.**
Continues Music 2. Four-part harmonizations of

melodies and figured basses. Further study of sight singing, dictation, and keyboard harmony. Introduction to counterpoint. Class meets five hours per week. *Prerequisite:* Music 2.

21. Advanced Musicianship. **4 hrs.**
Continues Music 20. Altered chords; chromatic and enharmonic modulation. Continuation of realization of figured basses; analysis and creative writing in chorale style, as well as free instrumental style. Survey of modern harmonic and compositional experiments. Class meets five hours per week. *Prerequisite:* Music 20.

23, 24. Counterpoint. **Each 2 hrs.**
Study of the tonal counterpoint of the eighteenth and nineteenth centuries with emphasis on Bach. *Prerequisite:* Music 21.

25. Orchestration. **2 hrs.**
Study of range, use, and characteristics of orchestral and band instruments. Scoring for various instrumental combinations. Students are required to make at least one symphonic arrangement from a piano score. *Prerequisite:* Music 20.

34. Form and Analysis. **4 hrs.**
Study of the development of musical forms, and of the techniques of musical analysis. *Prerequisite:* Music 21 or consent of instructor.

35. Composition. **2 hrs.**
Creative writing in the small homophonic forms; two and three-part song form, variations, and rondo, with emphasis on the mediums of solo voice and solo instruments. *Prerequisite:* Music 21.

History and Literature

LOWER DIVISION:

3. Introduction to Music Literature. **2 hrs.**
A general orientation in music literature from the time of Palestrina to the present time. *Required in freshman year of all music majors.*

4. Introduction to Music for the Non-Music Major. **2 hrs.**
A course designed to assist students not majoring in music to develop an understanding and appreciation of concert music through directed group listening.

15. Introduction to Hymnology. **2 hrs.**
A study of the hymns of the Christian church.

UPPER DIVISION;

22. Advanced Music Literature. **2 hrs.**
A continuation of Music 4 with the introduction to harmonic, structural, and stylistic concepts. Required for music minors. *Prerequisite:* Music 4.

26, 27. History of Music. **Each 3 hrs.**
Study of the development and social background of musical composition and performance. Music 26 follows this development to 1750; Music 27, since 1750. *Prerequisite:* Music 21 or consent of instructor.

28. Literature of Piano Music. **2 hrs.**
Literature for piano, covering various styles and principal works from the early keyboard composers of the seventeenth century to the twentieth century, from the standpoint of teaching and aesthetic value. *Prerequisite:* consent of instructor.

29. Survey of Church Music. **3 hrs.**
A survey of the organizational aspects of a multiple choir program, incorporating an introduction to the liturgies of the major denominations; e.g. Roman, Eastern, Lutheran, Anglican and major Protestant confessions. The survey will include methods and materials related to children's choirs, youth choirs, adult choirs, handbell choirs, service playing, choir mother guilds and staff relationships.

36. Literature of Instrumental Music. **2 hrs.**
Literature for solo instruments, chamber music, and orchestra from the standpoint of teaching and aesthetic value. *Prerequisite:* consent of instructor.

37. Literature of Vocal Music. **2 hrs.**
A study of typical works for solo voice representing various styles and periods of musical compositions. *Prerequisite:* consent of instructor.

38. Literature of Choral Music. **2 hrs.**
A survey of the literature of choral music, including

anthems, cantatas, and oratorios. *Prerequisite:* consent of instructor.

39. Literature of Organ Music. **2 hrs.**
A survey of literature for organ, from the sixteenth century to the present. *Prerequisite:* consent of instructor.

Ensemble

49. Section 1. Instrumental Ensemble. Each 1 hr.
Study and performance of works for groups and solo instruments.

Section 2. Instrumental Ensemble (Jazz). Each 1 hr.
Admission by audition.

Section 3. Vocal Ensemble. **Each 1 hr.**
Study and performance of works for groups of solo voices. Admission by audition.

Section 4. Choir. **Each 1 hr.**
Study and performance of choral literature, a cappella and with accompaniment, for mixed voices. Admission by audition.

Section 5. Band. **Each 1 hr.**
Study and performance of music for band.

Applied Music

Applied Music study is based on a system of proficiency levels. Each entering freshman is assigned a level on the basis of an audition and interview, with the normal expectation of advancement of one level per semester. Mimeographed level descriptions are available in each area of applied music.

The minimum level requirements for graduation in each of the music curricula are: Bachelor of Music Education: Level 8; Bachelor of Arts in Applied Music: Level 10; Bachelor of Arts in Theory: Level 6 in piano.

The minimum level requirement for a music minor is Level 4 in chosen area.

Although applied music requirements are stated in terms of specific proficiency levels, the schedule of normal advancement toward the desired goal may be measured in terms of semester hours of study. To earn one semester hour of credit in applied music, a student must practice a minimum of five hours per week for one semester, in addition to thirty minutes per week of individual instruction, and must make satisfactory progress.

To earn two semester hours of credit in applied music, a student must practice a minimum of ten hours per week for one semester, in addition to sixty minutes per week of individual instruction, and must pass satisfactorily the semester jury examination, unless exempted by the music faculty.

To earn three semester hours of credit in applied music, a student must have attained at least a Level 5, practice a minimum of fifteen hours per week for one semester, and must pass satisfactorily the semester jury examination, unless exempted by the music faculty.

Students majoring in applied music are required to earn credit in their chosen field of applied music at the rate of at least two hours per semester while in college.

To earn credit in Applied Music during a summer term, a student must complete as many hours of practice, and must have as many hours of instruction, as are required above for the same amount of credit earned on the semester basis. Students are accepted for applied study as faculty loads permit in the following order of priority: music majors, music minors, non-majors currently participating in a departmental ensemble, others.

51. Baritone Horn, Tuba. **1-3 hrs.**

52. Bassoon. **1-3 hrs.**

53. Cello, String Bass. **1-3 hrs.**

54. Clarinet. **1-3 hrs.**

55. Cornet-Trumpet. **1-3 hrs.**

56. Flute, Piccolo. **1-3 hrs.**

57. French Horn. **1-3 hrs.**

58. Oboe, English Horn. **1-3 hrs.**

59. Organ. **1-3 hrs.**

60. Piano. **1-3 hrs.**

61. Saxophone. **1-3 hrs.**

62. Trombone. **1-3 hrs.**

63. Violin, Viola. **1-3 hrs.**

64. Voice. **1-3 hrs.**

65. Junior Recital (Half). **1 hr.**
Prerequisites: Level 8 and 12 hours Applied study.

66. Senior Recital (Full). **1 hr.**
Prerequisites: Level 10 and 16 hours Applied study.

Applied music study in instruments not currently being taught at West Virginia Wesleyan is sometimes available at one of the area colleges belonging to the Mountain State Association of Colleges, Inc. Arrangements for such study should be made by the music department chairman. A student wishing to pursue such study must provide his own transportation.

Music Education

LOWER DIVISION:

5. Introduction to Music Education for the Classroom Teacher. **4 hrs.**
Rudiments and fundamentals; exploring rhythm, melody, harmony, timbre and form as they influence music. Mechanics of notation; sight-singing, and work with melody and rhythm instruments; simple chordal accompaniments at the keyboard; elements of musical style as evidenced in the simpler song forms. Exploration of music series and other resources; a basic repertoire of methods cognizant of principles of child development, and how one learns about a tonal rhythmic art; awareness of music's contribution to society, and of desirable objectives for the music program in each grade level. Class meets daily.

6, 7. Introduction to the Fundamentals of Voice. **Each 1 hr.**
Class instruction in the development and basic techniques of the singing voice. Designed for non-voice majors in Music Education. Two periods weekly.

8, 9. Introduction to Woodwind Instruments. **Each 1 hr.**
Class instruction in the fundamentals of the various woodwind instruments. Limited to music majors and minors. Two periods weekly.

10, 11. Introduction to Brass Instruments. Each 1 hr.
Class instruction in the fundamentals of the various brass instruments. Limited to music majors and minors. Two periods weekly.

12, 13. Introduction to Stringed Instruments. **Each 1 hr.**
Class instruction in the various orchestral instruments of the string family. Limited to music majors and minors. Two periods weekly.

14. Percussion. **1 hr.**
Class instruction in the various instruments of the percussion family. Limited to music majors and minors. Two periods weekly.

16. Introduction to Marching Band Techniques. **1 hr.**
A study of marching fundamentals, band pageantry, football show planning, charting of maneuvers, and selection and adaptation of music for the marching band.

17. Introduction to Diction. **1 hr.**
An introduction to French, German, and Italian diction. *Required in freshman year of all voice majors.*

UPPER DIVISION:

30. Instrumental Conducting. **2 hrs.**
Technique of organizing and conducting band and orchestra, principles of interpretation, score reading, practice conducting. *Prerequisite:* Music 21 or consent of instructor.

31. Choral Conducting. **2 hrs.**
Techniques of choral conducting, factors involved in choral interpretation, selection of materials, organization and administration of choral work. Practice in conducting. *Prerequisite:* Music 21 or consent of instructor.

43. Professional Music Education for the Music Specialist. **6 hrs.**
The study of various philosophies of education with emphasis on pragmatism and its application to music education. The manner in which concept teaching can provide musical growth for the student in both the affective and cognitive areas. Awareness of how singing, listening, rhythmic and creative activities may achieve the objectives of elementary school musical growth. A study of the junior high student and the types of programs which prepare him to be a consumer of music. Instrumental and vocal programs on the secondary level including the concert and marching band, school orchestra, high school choir, madrigal group, and elective high school music courses. *Prerequisites:* admittance to the teacher education program; approval of music faculty.

44. Special Topics.
A course in independent study pointed toward inquiry, research or a formally structured pursuit of a specific topic or topics in music, or possibly involving interdisciplinary reference. This course is not considered the equivalent of any required course in the department. Registration would be the same as for applied music, and would count as such in the instructor's teaching load. *Credit:* one, two, three or four semester hours. Course may be repeated until the maximum of four hours is earned. The title of each special topic for which credit is earned will be listed on the student's permanent record card. *Prerequisite:* Approval of instructor and departmental chairman.

Nursing

Elliott, Bryant, Campbell, Craven, Farthing, Godsey, Hinkle, Jackson, Kauffman, McEldowney, McKinney, Miles, Piper, Purcell, TenBrink, Trusch

The department's goal is to prepare a nurse-generalist who is personally and professionally aware, competent to utilize the nursing process in professional nursing practice and prepare to be a responsible member of the profession.

Qualified high school graduates may be accepted by the College as pre-nursing majors. Recommended high school studies include: chemistry, biology, English, mathematics, physics.

Freshmen pre-nursing majors, during the second semester, must apply to the Nursing Department for admission into the program the following fall. Admission is based on: academic ability determined by a grade point average of 2.25 or higher, a grade of "C" or higher for each prerequisite support course and by satisfactory completion of the pre-professional nursing course. Personal qualifications will be evaluated by a committee of the nursing faculty.

A student who does not meet these admission requirements at the end of the first two semesters at West Virginia Wesleyan and who subsequently does, will be evaluated on an individual basis. In addition, subsequent admission of a student who did not meet these requirements at the end of the freshman year will be governed by space available.

Transfer students, R.N.'s, college graduates with other majors, and other special applicants will be evaluated and may be accepted following individual assessment. Current information is available through the Admissions Office. Early inquiry is advised. Deadline for transfer applications is August 1.

Requirement for Major:

Minimum of 51 credits in nursing. In addition 39 credits in support courses, (chemistry, biology, anatomy & physiology, microbiology, nutrition, general psychology, developmental psychology, principles of sociology, and English composition). The program is designed to be completed in four years. The prerequisite for admission to each nursing course is a grade of "C" or better in each preceding nursing course and in each preceding support course.

0. Preprofessional Nursing. **1 hr.**
Introduces student to West Virginia Wesleyan's nursing curriculum, faculty, beginning nursing skills, concepts, and responsibilities. Also demonstrates teaching techniques used in nursing program.

1. Fundamentals of Nursing. **5 hrs.**
Theory 3 hrs.
Clinical Experience 2 hrs.
Emphasis is given the development of basic nursing concepts and skills. Students are also oriented to scientific and humanistic principles and technical procedures involved in the care of clients. Group process, seminar involvement, and development of care plans are incorporated. Focus is on health maintenance.

2. Human Sexuality and Reproduction. **5 hrs.**
Theory 3 hrs.
Clinical Experience 2 hrs.
Focus of this course is upon expansion of the nursing knowledge and skills presented in Nursing 1. Major emphasis will be placed on the nursing process as it relates to the needs and adaptation of this procreative family. Care of the obstetric patient and of the neonate will be incorporated to the extent that it aids in the understanding of this process. Care of the surgical patient will be incorporated to the extent that it illustrates basic threat to the need for Sexual Role Satisfaction.

3. Medical-Surgical Nursing Care of the Child and Adult. **10 hrs.**
Theory 7 hrs.
Clinical Experience 3 hrs.
This course builds on the concepts, principles and skills acquired in preceding courses. Emphasis is on providing effective nursing care to individuals who have interferences with meeting the basic needs from infancy to senescence. The effects of illness are explored in relation to the individual and family developmental levels. Clinical application of theory is implemented concurrently in both episodic and distributive settings.

4. Medical-Surgical Nursing Care of the Child and Adult. **10 hrs.**
Theory 7 hrs.
Clinical Experience 3 hrs.
Continuation of preceding course.

5. Advanced Medical-Surgical Nursing. **4 hrs.**
Theory 2 hrs.
Clinical Experience 2 hrs.
Builds on concepts, principles and skills acquired in preceding courses with emphasis on the care of patients who have critical multiple interferences with the fulfillment of basic needs. Clincial practice is designed to provide experiences which enable the student to achieve a level of independence appropriate for a beginning practitioner.

6. Advanced Medical-Surgical Nursing. **4 hrs.**
Theory 2 hrs.
Clinical Experience 2 hrs.
Continuation of the preceding course.

7. Community Health Nursing. **5 hrs.**
Theory 3 hrs.
Clinical Experience 2 hrs.
A basic assessment of, and planning for one community's health needs. Clinically, applying the nursing process in meeting the health needs of the families in a community.

8. Psychiatric-Mental Health Nursing. **5 hrs.**
Theory 3 hrs.
Clinical Experience 2 hrs.
Psychosocial concepts, introduced earlier, are reinforced, and higher levels of skills needed for the clients with more complex emotional problems are learned. A variety of practice settings are used so the student gains experience in different facilities all concerned with the maintenance, prevention, or restoration of mental health.

9. Senior Seminar. **1 hr.**
The course focuses on the role of the professional nurse to help the student make the transition from student to graduate nurse and leader, by applying the nursing process to the clinical situations of leadership, administration, social change, health care systems, teams and other groups. With minimal faculty participation, students examine health and professional problems which will confront them upon graduation, discuss contributory factors and explore possible solutions.

10. Senior Seminar. **1 hr.**
Continuation of the preceding course.

Philosophy

Mow, Capitan, Hill, Keating

The department engenders competencies in reasoning, the study of values, critical thinking, and the formulation of individual, constructive views about one's life, beliefs, and work.

The department seeks to make philosophy relevant to the various educational and occupational pursuits by showing how any other field of knowledge is related to first principles, and problems about knowledge and reality. Hence, it offers a number of interdisciplinary seminars suited to students majoring in the various other areas. It seeks to present every major basic perspective, both historical and contemporary, including naturalism, existentialism, idealism, pragmatism, empiricism, and other views. Majors in the department are readily admitted to the best graduate schools in philosophy. Other students find majoring in philosophy very rewarding for careers in law, the ministry, business, higher education, and public policy.

The department offers its majors a semester of study abroad in either of two locations — Oxford, England or Athens, Greece. Up to fifteen credits may be earned in this way through Contract Learning. *Prerequisite:* 12 hours in Philosophy.

Requirement for Major:

Twenty-seven semester hours in the department including 2, 7, 8, 9, and 10; individual requirements as advised.

Requirement for Minor:

Eighteen semester hours in the department including 1, 2; at least one history of philosophy course; and 3 or 6.

1. Problems of Philosophy. **3 hrs.**
An introduction to problems in values, knowledge, and reality, and methods of analysis, criticism, and constructive argument.

2. Formal Logic. **3 hrs.**
A study of elementary symbolic logical systems, both in the predicate and propositions calculi. Precise inference rules are formulated and proofs are constructed in accordance with these rules.

3. Aesthetics. **3 hrs.**
The philosophy of the arts, including the varieties of theoretical explanation of creativity, beauty, the aesthetic experience, and symbolism; the presuppositions of criticism in the arts.

4. Christian Ethics. **3 hrs.**
Problems of action, both individual and social, from the point of view of the Christian faith, with Biblical, theological, historical aspects of that faith; analysis of morality and its application to cases.

5. Directed Readings. **2 hrs.**
Independent study of selected topics in philosophy from prepared syllabi, including American philosophy, Latin-American philosophy, intermediate logic, philosophy of language, advanced ethics, and other courses of study. *Prerequisites:* one other course in the department and consent of the instructor.

6. Ethics. **3 hrs.**
The study of morality as the science of the practical, with decision theory, the justification of normative principles, and application to cases, especially in business and medicine.

7. Classical Philosophy. **4 hrs.**
The history of philosophy, from the pre-Socratics, through Plato, Aristotle, the Hellenistic writers, Augustine and other apologists, and through scholasticism including Thomas Aquinas.

8. Modern Philosophy. **4 hrs.**
The history of philosophy continued from the Renaissance through Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Nietzsche, Peirce, and others.

9. Recent Philosophy. **4 hrs.**
The history of philosophy continued from the nineteenth century through 1950, with Kierkegaard, Bergson, Husserl, G. E. Moore, Russell, James, Dewey, Whitehead, the positivists, Ryle, Austin, Wittgenstein, existential philosophy in Sartre and Heidegger, and Strawson and Quine.

10. Metaphysics and Epistemology. **3 hrs.**
Advanced topics in problems of reality, knowledge, and value, including mind and matter, freedom and

causality, space and time, the problem of universals, God and the problem of evil, and the justification of knowledge claims. *Prerequisites:* either 1 or 7, 8, 9.

11. Oriental Philosophy. **3 hrs.**
Thought about the self, the world, and God in India and Sinic history, including eight schools in Hinduism, six schools of Buddhism, and six schools of Chinese thought.

12. Philosophy of History. **3 hrs.**
Seminar in the major philosophies of history, both speculative and analytic; narration and interpretation as science and as art, and inquiry into values exemplified and the meaning of the human experience.

13. Philosophy of Mind. **3 hrs.**
The concept of the person in historical and contemporary analyses of the mind-body problem, and topics of perception, cognition, action, freedom and other issues in philosophical psychology.

14. Philosophy of Religion. **3 hrs.**
Seminar on topics such as the problem of God, and philosophical interpretation of religious experience identified in the historical, psychological and sociological accounts of religion.

15. Philosophy of Science. **3 hrs.**
The foundation, assumptions, basic concepts and methods of the natural sciences, and the relation of the sciences to other fields of inquiry.

16. Seminar. **2 hrs.**
Advanced research into a topic or a philosopher's thought. *Prerequisites:* students must be philosophy majors or minors, have the consent of the instructor, and have taken the background course related to advanced inquiry. Up to 8 hours (4 courses) of seminar may be taken; in any sequence of two courses a senior thesis may be written.

17. Social Philosophy. **3 hrs.**
Seminar in the concepts and methods of the social sciences, with particular attention to normative value inquiry on topics such as justice, freedom, equality, and order. Students will be engaged in interdisciplinary and integrative projects.

18. Philosophy of Education. **3 hrs.**
Study of what philosophers from Plato to the present have written on education, including Dewey and pragmatism, Whitehead, and existential writers; analysis of value and knowledge as it relates to the educational process and its objectives.

19. Logic and Communication. **3 hrs.**
A study of informal logic and the philosophy of communication. The analysis of reasoning modes in the rhetoric of mass media, with an emphasis on the detection of fallacies, and a review of issues in the ethics of persuasion. A review of the functions of language as seen in the philosophies of language, and as these are implicit in theories of communication, both classical and contemporary.

Physical Science

Holloway, Hickman, Sun, Wiest

The Department of Physical Science is a multidisciplinary department including the areas of astronomy, geography, geology, physics, and the physical sciences for the non-science majors. The program provides for a B.A. major and a minor in physics as well as two interdisciplinary majors: a B.S. degree in engineering physics to prepare students to work in technological development; and, a B.S. degree in health physics technology to prepare students to work in the area of radiation protection in nuclear power plants, hospital and governmental laboratories, and other situations in which radioactive isotopes are prepared or used.

B.A. Major in Physics:

26 semester hours to include 5, 6, with balance of work to be selected from the following courses: 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 30. Recommended electives: Chemistry 1, 2, additional mathematics, foreign language.

Minor in Physics:

16 semester hours of physics from the above list of courses available for the B.A. major.

B.S. Major in Engineering Physics:

Physical Science 5, 6, 11, 12, 18, 19, 20, 21, 22, 23, 24;
Chemistry 1, 2, 16, 17; Math 2, 3, 6, 7, 11, 16, 17

(students with strong backgrounds in algebra and trigonometry may begin the math sequence with Math 6), and Computer Science 1.

B.S. Major in Health Physics Technology:

Physical Science 5, 6, 11, 14, 15, 16, 17, 18, 19, 21, 22; Chemistry 1, 2, 9, 10, 11, 12, 13, 14; Biology 1, 2; Math 2, 3, 6, 7 (students with strong backgrounds in algebra and trigonometry may begin the math sequence with Math 6), English 10. Suggested electives: Chemistry 15, Biology 21, 15, Physical Science 25.

1, 2. Concepts of Physical Science. Each 3 hrs.
An introductory course in physical principles for non-science majors with emphasis on the physical concepts of man's everyday environment. Consists of lectures, demonstrations, and/or laboratory experiences. *Open to freshmen and sophomores only.*

3, 4. Earth Science. Each 3 hrs.
A general introduction to the study of the earth including the earth's position in space, the solid earth, the oceans, the atmosphere and environmental science. *Open to freshmen and sophomores only.*

5, 6. General Physics. Each 4 hrs.
An introductory course in mechanics, heat, sound, electricity, magnetism, and light designed for the science major. Consists of both lecture and laboratory. *Prerequisites:* demonstrated knowledge of algebra and trigonometry.

7, 8. Physical Science for Teachers. Each 3 hrs.
An introductory course in the physical sciences for elementary education majors with emphasis on teaching methods. Consists of both lecture and laboratory experiences. *Open to freshmen and sophomores only.*

11. Electronics. 3 hrs.
Characteristics and uses of semiconductor devices and vacuum tubes. A study of rectifiers, amplifiers, oscillators, and pulse circuits. Class time includes lecture and laboratory experiments. *Prerequisite:* Physical Science 6.

12. Electricity and Magnetism. 3 hrs.
A study of electric and magnetic fields, direct and alternating current, dielectrics. Vector notation is used. *Prerequisite:* Physical Science 6. *Corequisite:* Math 8.

13. Geology. 3 hrs.
A study of the earth, including the processes operating on and within the earth, a development of the earth from its origin to the present and a physical and biological history of the earth. *Not open to students who have had Earth Science. Prerequisite:* Junior or Senior standing or permission of instructor.

14, 15. Health Physics. Each 3 hrs.
Radioactivity, interaction of radiation with matter, radiation quantities and units, stopping power, range-energy relationships, counting statistics, shielding, dosimetry, waste disposal, criticality prevention, radiation biology and ecology. *Prerequisites:* Physical Science 19, Math 6, 7.

16, 17. Health Physics Laboratory. Each 2 hrs.
A laboratory designed to teach the practical aspects of health physics. Includes experiments in instrumentation, dosimetry, radiation control techniques, medical health physics, environmental monitoring, handling emergency situations and applied health physics. *Corequisites:* Physical Science 14, 15.

18. Light and Atomic Physics. 3 hrs.
Kinetic theory, charged subatomic particles, atomic interactions with radiation, photon mechanics and relativity, Bohr theory, quantum mechanics, quantum theory of solids. *Prerequisite:* Physical Science 6. *Corequisite:* Math 6.

19. Light and Atomic Physics Laboratory. 1 hr.
Experiments in physical optics, atomic absorption and emission of light, microwaves, ratio of electronic charge to mass, x-rays and crystal structure, cloud chamber, nuclear magnetic resonance. *Corequisite:* Physical Science 18.

20. Material Science. 3 hrs.
Strength of materials, stress, strain, mathematical models of materials, crystal structure. *Prerequisites:* Physical Science 6, Math 6, 7.

21. Nuclear Physics. 3 hrs.
Particle accelerators, detection of charged particles, the neutron, nuclear stability, nuclear reactions, nu-

clear forces, nuclear shell model, beta decay, particle physics. *Prerequisite:* Physical Science 18. *Corequisite:* Math 7.

22. Nuclear Physics Laboratory. **1 hr.**
Experiments in detection of charged particles, detection of neutrons, detection of gamma rays, counting statistics, radiation shielding, stopping power, calibration of the long counter, calibration of the scintillation counter, semiconductor detectors, the multichannel analyzer, time-of-flight techniques, analysis of bubble chamber photographs, detection electronics. *Corequisite:* Physical Science 21.

23. Solid State Physics. **3 hrs.**
Crystal structure, lattice vibrations, Konig-penny model, Hall effect, tunneling, Josephson effect, charged particle semiconductor detectors, solid state devices. *Prerequisite:* Physical Science 12.

24. Theoretical and Applied Mechanics. **3 hrs.**
Statics and dynamics, vector concepts, particle systems and rigid bodies. *Prerequisites:* Physical Science 6, Math 6, 7.

26. Descriptive Astronomy. **3 hrs.**
An historical development of man's view of the universe from ancient to moderm times. Motion is studied and illustrated in the planetarium. *Not open to students who have had Earth Science.*

27. Stellar Astronomy. **3 hrs.**
A study of the composition, structure, motion, and evolution of the universe. Concepts will be illustrated in the planetarium. *Not open to students who have had Earth Science.*

28. Coal Geology. **3 hrs.**
An introduction to geology with emphasis on the formation of coal deposits.

29. Digital Electronics. **3 hrs.**
Representation of digital information; combinational logic networks; integrated circuit technology; computer equipment; microprocessors; logical design of minicomputers. Includes lecture and laboratory. *Prerequisite:* Physical Science 11.

30. Special Topics. **1-3 hrs.**
The study of selected areas of physics such as Quantum Mechanics, Thermodynamics or Optics. *Prerequisites:* Physical Science 6, Math 7.

31. Seminar. **1 hr.**
Majors in the Physical Science Department will select a topic on which to pursue research. This may include a literature search, a theoretical calculation or laboratory research. A paper will be submitted and an oral presentation will be given. The research is expected to represent some originality. Required of and restricted to seniors majoring in the department of physical science.

Psychology

Richard Calef, Ruth Ann Calef, Hess, Hiedemann, McHewitt, E. Piper

It is the purpose of this department to aid the student in adjustment to himself and others and in the acquiring of a liberal education, and to provide preparation for graduate study in the form of basic mastery of content, the scientific method and in independent study.

Requirement for Major:

The Psychology department has two major tracks. Track I is designed for psychology majors who do not plan to do graduate work in psychology. It consists of the following course requirements:

Psychology 1	3 hrs.
Psychology 2 or 4	4 hrs.
Psychology 9 (Tests and Measurements)	3 hrs.
Psychology 11 (Experimental)	4 hrs.
Psychology electives	10 hrs.
	24 hrs.

Track II is designed for students who want a departmental recommendation for graduate school in psychology. It consists of:

Psychology 1	3 hrs.
Psychology 2 or 4	4 hrs.
Psychology 10 (Physiological)	3 hrs.
Psychology 12 (Experimental) and 21	8 hrs.
Psychology 17 (History of Psychology)	3 hrs.
	24 hrs.

In most cases, students should choose their major track by the first semester of their sophomore year.

Requirement for Minor:

15 semester hours in the department, including Psychology 1.

1. General Psychology. **3 hrs.**
A survey of basic concepts in psychology including physiological mechanisms, motivation, learning, personality, testing, abnormal behavior and psychotherapy, development, social processes and intelligence.

2. Perception and Information Processing. **4 hrs.**
An introduction to major issues in sensation, perception, psychophysics, and human information processing. Laboratory sessions provide experience with perception research. *Prerequisite:* Psychology 1.

3. Child and Adolescent Psychology. **3 hrs.**
The course is designed to acquaint the student with the changing psychological patterns of behavior that occur between conception and maturity. *Prerequisite:* Psychology 1.

4. Learning and Memory. **4 hrs.**
An introduction to current developments in cognitive psychology, including attention, pattern recognition, the memory systems, psycholinguistics, problem solving, and thinking. Laboratory sessions provide experience in cognitive research. *Prerequisite:* Psychology 1.

5. Business and Industrial Psychology. **3 hrs.**
Designed to help students to understand, to appreciate and to apply basic psychological processes relevant to administration and organization in business and industry. This course is designed for students in Business Administration and may be credited toward a major in the field. *Prerequisite:* Psychology 1.

6. Social Psychology. **3 hrs.**
A survey of theory and research regarding social influences on individual behavior and the application of these findings to selected social issues, such as child-rearing practices, group dynamics, racial and sex stereotyping, and social conflict. Lectures and discussion. *Prerequisite:* Psychology 1 or Social Science 1.

7. Psychology of Personality. **3 hrs.**
A survey of methods, findings, and theories relating to the psychology of personality. Personality development, motivation, influences that contribute to adjustment and maladjustment; varieties of adjustive behavior, and influence of cultural forces. *Prerequisite:* Psychology 1.

8. Abnormal Psychology. **3 hrs.**
Under discussion will be basic concepts of abnormality with particular emphasis on the major psychoses, psychoneurotic reactions, and psychosomatic complaints. *Prerequisite:* Psychology 1.

9. Psychological Tests and Measurements. **3 hrs.**
Theory of psychological measurement, methods of evaluating tests, review and practical application of the most commonly used psychological tests. *Prerequisite:* Psychology 1.

10. Physiological Psychology. **3 hrs.**
Structure and function of the nervous, sensory and muscular system; their roles in emotion, motivation, learning and behavioral disorders; regulatory mechanisms and effects of drugs and environmental agents on functioning. *Prerequisite:* Psychology 1.

11. Experimental Psychology. **4 hrs.**
An introduction to experimental methods in psychology emphasizing practice in formulating and investigating research problems, developing skill in writing scientific reports and applying learning principles in the laboratory setting. *Prerequisite:* Psychology 1.

12. Experimental Psychology. **4 hrs.**
A survey of the theories and research in personality, learning and motivation. An experimental project will be required of the student as well as laboratory experience in instrumentation. *Prerequisites:* Psychology 1, 21.

13. Human Relations Training. **3 hrs.**
A practicum designed to provide supervised first-hand experience in interpersonal communication. Intended primarily for students planning to enter the counseling or personnel fields, this course seeks to develop skills in attentiveness to verbal and non-verbal cues in identifying and understanding other people's feelings. *Prerequisite:* Upper level course work in Psychology.

14. Psychology of Religion. **3 hrs.**
An in-depth study of primary source readings of various psychological interpretations of religion, this class employs a seminar format, with classroom reports and discussion. Includes material from both Western and non-Western religion.

15. Behavior Modification. **3 hrs.**
The application of the learning and motivation principles of Skinner, Pavlov, Hull and Wolpe to abnormal psychology, mental retardation, education, industry and life in general. Beneficial to people wishing to pursue some avenue of counseling, or have intention of working in hospitals or clinics. *Prerequisite:* Psychology 1.

16. Readings in Psychology. **1-4 hrs.**
Directed readings in areas approved by the department. Conferences. Open only to juniors and seniors majoring in psychology with a 3.00 grade point average. *(Consult Departmental Handbook for details).*

17. History of Psychology. **3 hrs.**
Developmental trends in the history of psychology. Growth of major schools of thought, and evolution of leading concepts. A critical appraisal of the major trends in contemporary psychology. *Prerequisite:* Psychology 1.

18, 19. Honors Seminar. **Each 2-3 hrs.**
An advanced research course designed to stimulate scholarship in psychology. Individual projects involving an interdisciplinary approach may be conducted. Seniors registering for the full course load will be expected to complete an honors thesis, to show unusual promise in the behavioral sciences, and to manifest a high degree of individual initiative in research. Open only to juniors and seniors who are majoring in psychology and have the consent of the department. *(Consult Departmental Handbook for details).*

20. Theories of Counseling. **3 hrs.**
This course presents the major contemporary theoretical approaches to counseling. Methods of counseling derived from each theory are presented in lectures and demonstrations. The course may be of interest to students who are considering careers in clinical, counseling or school psychology, psychiatry, social work, guidance, or pastoral counseling. *Prerequisite:* Psychology 1.

21. Statistics and Methodology in the Behavioral Sciences. **4 hrs.**
Components of research design, scales of measurement, descriptive statistics, probability, and inferential statistics with emphasis on relating statistical techniques to general strategies of research in the social sciences, including laboratory with complete applications.

22. Readings in Specified Topics. **1-4 hrs.**
Readings with related projects in such areas as anxiety management, assertiveness training, weight control are scheduled with the Counseling Center. *Open to all students.*

Religion

Bercovitz, Davis, Gurdak, Holmes, Welliver

The courses in Religion contribute to education in the humanities through their consideration of man in terms of his religious insights, commitments and traditions. Such study of religion encompasses scriptural foundations, historical development, theological reflection and social-cultural expression. In keeping with the tradition of the College, Christianity receives particular attention as a basis for understanding the heritage of the Western world.

The major or minor is appropriate for persons preparing for professional theological study or church-related vocations. However, it is recommended for any student interested in man and his cultural development.

Requirement for Major:

25 semester hours beyond the introductory course (1, 2), including 3, 10 or 11, 12 or 13, 20, 25 or 26, and 35. Students anticipating a major, should elect 1, 2, or 10 (with permission of the instructor) as their initial course. Seniors must complete a comprehensive examination.

Requirement for Minor:

15 semester hours

1. Introduction to Religion. **3 hrs.**
Basic religious questions; exploration of religious approaches to questions of truth, value judgments, and problems of personal and social existence.

2. Introduction to the Bible. **3 hrs.**
A study of the Biblical literature, its origin in the Jewish and Christian communities, and the literary and cultural developments involved in its emergence as the norm of faith for those communities.

3. The Christian Tradition. **3 hrs.**
A study of ideas and movements in Christianity; selected thinkers in the early and medieval periods of the church; the Reformation; Catholicism and Protestantism in the modern world.

4. Religion in America. **3 hrs.**
Studies in the thought and forms of religious expression as they emerged within various aspects of American culture, including consideration of the mutual influence of religious and social institutions. Special attention given to recent developments in the church, ecumenical and nondenominational movements.

10. Old Testament Studies I. **3 hrs.**
An examination of the history and religion of Israel in the pre-exilic period, with special attention given to Biblical perspectives and methods of study. This course is intended for majors and others planning additional study of the Bible. *Prerequisite:* one course in the department or permission of instructor.

11. Old Testament Studies II. **3 hrs.**
Selected groups of Old Testament writings — prophets, psalms, wisdom and apocalyptic literature — beginning at the time of the exile. *Prerequisite:* 2 or 10.

12. New Testament Studies I. **3 hrs.**
The mission and message of Jesus as presented in the Synoptic Gospels; methods of interpretation. *Prerequisite:* 2 or 10.

13. New Testament Studies II. **3 hrs.**
Early Christian faith and life, studies in writings selected from Pauline letters, Acts, Johannine literature, later epistles or Revelation. *Prerequisite:* 2 or 10, or 12.

14. Religious and Cultural World of the Bible **3 hrs.**
Examinations of religious and ethical ideas of the Biblical period. Selections will be made from materials from the Near East relevant to the Old Testament, intertestamental literature, or Jewish and Hellenistic background to the New Testament. *Prerequisite:* 2 or 10. *(Offered in alternate years.)*

15. Major Themes in Biblical Thought. **3 hrs.**
Study of selected ideas in Biblical theology — such as man, sin and suffering, creation and world, faith, revelation, Christ and salvation, covenant, church and kingdom of God. *Prerequisite:* 2 or 10. *(Offered in alternate years.)*

20. Basic Christian Faith. **3 hrs.**
An introductory study of basic elements of Christian theology. Emphasis is placed on the situation and interpretation of the Christian faith in the modern world. *Prerequisite:* one course in the department.

21. Modern Christian Thought. **3 hrs.**
A comparison of several major systems of Christian theology and the exploration of some contemporary trends. The course is designed to show the broad divisions in theology and to introduce significant current issues. *Prerequisite:* one course in the department.

22. Religion and the Social Order. **3 hrs.**
A study of the interaction of religion and social forces, including the role of religion in society; religion and social change; and ethical perspectives. *Prerequisite:* one course in the department.

23. Christianity and Modern Civilization. **3 hrs.**
A survey of the inter-relationships between Christianity and modern civilization including science, education, art, and literature. *Prerequisite:* one course in the department. *(Offered in alternate years.)*

24. Major Religious Thinkers. **3 hrs.**
Studies in the history of religious thought. The course will examine significant thinkers, trace a major religious concept in several historical expressions or investigate a period of special religious importance. The subject matter will vary from year to year. *Prerequisite:* one course in the department.

25. Great Living Religions I. **3 hrs.**
An examination of non-Western religious movements in their historical and cultural contexts, with primary attention to the Hindu and Buddhist traditions. *Prerequisite:* one course in the department or permission of instructor.

26. Great Living Religions II. **3 hrs.**
Studies in the religions of the Far East and Middle East. *Prerequisite:* one course in the department or permission of instructor.

30. Special Topics in Religion. **Each 1-3 hrs.**
Inquiry into selected issues in the field of religion or problems of interdisciplinary scope, pursued through special reading-research projects or seminar. The subject matter will vary from year to year. *Prerequisite:* Permission of the instructor.

35. Senior Colloquium. **1 hr.**
A discussion of methodology and issues in religious studies, toward integrating the student's work in the department. Open to senior majors only.

Greek

40, 41. New Testament Greek. **Each 3 hrs.**
Elementary Hellenistic Greek grammar oriented toward the reading of the Greek New Testament. This course may not be counted toward general education or included in the minimum hours required for a major or minor. *(Offered in alternate years).*

42, 43. Readings in New Testament Greek. **Each 1 hr.**
Additional experience in translation and in using resources for philological study of the New Testament. *Prerequisite:* 40, 41. *(Offered in alternate years).*

Sociology and Anthropology

Warner, ~~Bright,~~ Olson Peterson, Taplin

The Sociology and Anthropology Department assists students in developing their understanding of the general character of human relationships, and of the specific nature and processes of group life. In addition to helping prepare students for further study in graduate schools of sociology, anthropology, and social work, the department also provides pre-professional training for students who plan to pursue vocations in social welfare services.

Requirement for Major:

25 semester hours including 1, 2, 12, 22, and 23. Psychology 6 may be credited toward the major. The department strongly recommends that majors elect at least one course in each of the other social sciences. Students planning graduate study should elect a course in statistics and computer programming.

Requirement for Minor:

15 semester hours, including 2 and 22.

General Requirement:

A prerequisite for all sociology and anthropology courses is Social Science 1.

Requirement for Minor in Anthropology:

15 semester hours, including 1, 4, 6 and 13. January Term courses in Magic, Witchcraft, Cults and Religions; and 3 semester hours of Native American Studies, as well as Readings and Special Projects in Anthropology may be credited toward the minor.

The Human Services Curricula:

For descriptions of these career programs see Division III offerings on pp. 59-62.

1. Introduction to Anthropology. 3 hrs.
This explains the interaction of biological and cultural factors in the development of man and his behavior.

2. Principles of Sociology. 3 hrs.
A discussion of major theories and methods of investigation. The course deals with concepts such as culture, socialization, social organization, collective behavior, institution, structure, and function.

3. Appalachian Studies. 3 hrs.
The study of a rural, depressed region includes discussion of the role of coal in the life of the region, poverty, community life, migration, folk arts and crafts, and social change.

4. Archaeology. 3 hrs.
An introduction to a scientific technique for the removal from the earth of cultural evidence concerning the activities and works of man in the past, including identification, preservation, and interpretation of such material. If possible, field experience will be given. *Prerequisite:* Soc. 1.

5. Criminology. 3 hrs.
A study of the social characteristics of the phenomenon of crime. Course includes etiology, consideration of demographic factors, the role of socialization in the structure of criminal behavior, prison life and prisonization, reform, rehabilitation, prevention, and directions for future planning.

6. Cultural Anthropology. 3 hrs.
A study of the various branches, history, scope, and organization of culture. The growth of culture, theories, universals, material culture, economic organization, social and political organization, social control, world view, linguistics, and the relation of culture to the individual are discussed. *Prerequisite:* Soc. 1 or permission of instructor.

8. Human Communities and Associations. 3 hrs.
Life as it is described, understood, and lived within the communities and organizations of society, emphasizing their structure, action, and change.

9. International Racial and Ethnic Problems. 3 hrs.
The course focuses on problems outside the United States, including apartheid in South Africa, caste in India, the Burakumin of Japan. Theoretical considerations include patterns of dominance and submission, paternalistic and competitive ethnic problems, and the role of migration in ethnic conflict.

11. Racial and Ethnic Minorities. 3 hrs.
A study of racial and ethnic groups in contemporary U.S.A. Study includes Blacks, Chicanos, and Native Americans. Areas of concentration include problems in education, demographic factors, prejudice and discrimination, the social structure of racism, conflict and change, racial identity, and new racial and ethnic consciousness.

12. Research Methods in the Social Sciences. 3 hrs.
The course demonstrates statistical method and interpretation, planning and developing research projects, use of computers in social research, the meaning of scientific investigation, and various methods of social research. *Prerequisites:* Soc. 2 plus six hours in the department.

13. History and Theory of Anthropology. 3 hrs.
An upper-level study of the development of Anthropology from early days to the present, looking at the major contributors and the major approaches to anthropological integration. *Prerequisite:* Sociology 1, 6, and Junior or Senior standing.

14. Social Work Method and Practice. 3 hrs.
The social work profession — its roles, functions and methods. *Prerequisite:* Soc. 15.

15. Social Welfare. 3 hrs.
The nature and function of social welfare in modern society, stressing its history, its problems, and its prospects.

16. Sociology of Religion. 3 hrs.
A study of the structure and function of religious organizations and religious phenomena. Course includes material on the Protestant ethic, charismatic and bureaucratic leadership types, priest-prophet-shaman typologies, church-sect typologies, social sources of denominationalism, theories of the origin of religion, and data from primitive and prehistoric man.

17. The Sociology of Development. 3 hrs.
A study of the human dimensions of societal development. Course includes theoretical approaches to social change and development, comparative considerations of the characteristics of underdeveloped and developing societies, and the relationship between social policy and social change.

18. Studies in Socialization and Stratification. 3 hrs.
The study of the socializing processes of society and its institutions with implications for class identity and inequality.

19. Urban Society. 3 hrs.
The characteristics and impact of urban life on modern society.

20. Field Experience in Social Welfare. 3-4 hrs.
A supervised, field placement course designed to extend the theoretical knowledge of the students. Open only to junior and senior students. *Prerequisite:* Soc. 14. *Maximum credit, eight hours.*

21. Readings and Special Projects in Sociology and Anthropology. Each 1-3 hrs.
Directed work in areas approved by instructor. Open to juniors and seniors who have a cumulative 2.5 average, and who have contracted the requirements of the course with a professor prior to registration. *Prerequisites:* Soc. 2, plus nine hours in the department. *Maximum credit, six hours.*

22. Social Theory. 3 hrs.
A review of the major sociological theorists and movements. *Prerequisites:* Soc. 2, plus nine hours in the department.

23. Sociology Seminar. 1 hr.
A review of sociological knowledge and an application of it to specific, contemporary issues. *Limited to senior sociology majors.*

24. Black Man in America. H. Coleman 3 hrs.
The course attempts to correct the existing popular image of the American Negro in our culture. To help dispel myths passed through the generations. These distortions by omission and commission perpetuate and intensify racism in America.

25. Juvenile Delinquency. 3 hrs.
Prepares students for work with young persons in trouble, and who violate the Juvenile Code. Investigates causes (etiology) of, historical responses to, and "corrections" for delinquency; probation, prevention, recidivism; delinquency and family problems, crime, courts, reform of youth programs.

26. Marriage and the Family. 3 hrs.
Study of the development of the family through its various forms in past and present, in Western and non-Western culture; preparation for marriage; premarital norms; contemporary family patterns and relationships; parent-child relationship; family disorganization and reorganization; effects of social change on the family.

Speech Communication and Dramatic Arts

C. Presar, Flaningam, Hammel, Norvell, S. Presar, Reed

The Department of Speech Communication and Dramatic Arts serves to help the student achieve effective, artistic, and creative self-expression in response to his environment. Recognizing that communication is the basis of all human interaction, the department provides speech communication and theatre experiences that may be helpful to all students.

Non-majors, as well as majors, are encouraged to benefit from a flexible program of courses and co-curricular activities. Students may consult with any departmental faculty in order to select courses which may prove most helpful in achieving individual goals.

In addition to satisfactorily completing prescribed courses, the major is required to participate in intercollegiate forensics, West Virginia Wesleyan College Theatre productions, WVWC-FM Radio, or equivalent speech and/or theatre experience. At the conclusion of each semester, the student will demonstrate competencies which indicate his preparation for advanced study in the department. A complete list of required competencies may be obtained from any faculty member in the department.

Speech Communication

Courses and co-curricular activities offered in speech communication are designed to provide theory and experiences in all aspects of interpersonal and audience-oriented transactions. Students will be provided a broad background on which to base graduate study in areas such as communication, public address, or public relations. Others may develop the knowledge and skills necessary for certain occupations in communication, business, or service-oriented fields.

Those who wish to teach will find opportunity to develop competencies essential to certification in the public schools.

Requirement for Speech Communication major:

24 semester hours above Sp. Comm. 2, including 3, 7, 8, 9, 14 (Dram. Arts 10, 11, 12, 13 or English 15 may be credited toward a major but not toward a minor); Psychology 1 is required but will not substitute for Speech Communication courses; four semesters of participation in intercollegiate forensics or WVWC-FM Radio; demonstration of required competencies.

Requirement for Speech Communication minor:

15 semester hours above Sp. Comm. 2, including 3, 7, 8, 9; two semesters of participation in intercollegiate forensics or WVWC-FM Radio.

2. Fundamentals of Speech Communication. 3 hrs.
An introduction to the fundamental concepts involved in any communication situation. Contemporary theories in intrapersonal, small group, and audience-oriented communication will be tested through practical experience. *Prerequisite:* Sophomore standing.

3. Voice and Diction. 3 hrs.
A study of the physical production, resonation, and articulation of sound for normal human speech, with an introduction to the international phonetic alphabet. The student is introduced to exercises which may help him develop a strong, flexible, resonant voice and good diction.

4. Creative Dramatics. 3 hrs.
The study of creativity, its role and application in dramatics, and the manner in which creative dramatics assists in the intellectual, physical, and intuitive development and growth of children and youth.

5. Speech and Language: Development and Correction. 3 hrs.
A study of speech and language development in the child with an introduction to the causes and treatment of speech defects. Students will become familiar with techniques for helping the child develop good speech patterns and with referral procedures for children in need of pathological care. The course will be useful to anyone planning to work with children and youth.

6. Advanced Speech. 3 hrs.
A course designed to study the principles of human communication and their impact on the study of public speaking. The class will discuss theories and test their application through practice speeches. *Prerequisite:* Sp. Comm. 2.

7. Interpersonal Communication. 3 hrs.
The student through readings and discussion, will study the factors essential to effective communication on a one-to-one basis. The course will deal with problems of both an individual and a social nature. Through class projects the student will apply theoretical knowledge in practical ways. *Prerequisite:* Sp. Comm. 2.

8. Public Address. **3 hrs.**
The course combines traditional concepts of rhetorical theory in its historical form with contemporary research on persuasion theory. The student will examine, through lectures, discussion and readings, speech delivery techniques, evidence and reasoning used in a speech, critical characteristics of the audience, and related concepts. The student will research, organize, and deliver several different types and forms of speeches. *Prerequisite:* 2.

9. Small Group Discussion. **3 hrs.**
The student, through readings and discussion, will become familiar with group dynamics, process, and leadership and the contemporary studies and theories that relate to effective participation in small group situations. The student will participate in simulated discussion situations and be responsible for several group projects. *Prerequisite:* 2.

10. Argumentation and Debate. **3 hrs.**
Study of the fundamental principles of argumentation and debate. The student will gather evidence, study contemporary persuasion and argumentation theory, and learn how to conduct himself with confidence in a verbal exchange. Participation in practice debates is required. *Prerequisite:* 2.

11. Novice Intercollegiate Debate. **1 hr.**
A course designed to provide a fundamental knowledge and experience in debate. The student may participate in intercollegiate debate tournaments on the beginning level. *May be repeated two times for credit.*

12. Intercollegiate Debate. **1 hr.**
This course encompasses all work necessary to prepare a student for successful participation in intercollegiate debate. This includes activities such as research in a specific area, practicing techniques of communication and persuasion, and studying the principles of logic and analysis of policy changes. May be repeated six times for credit. *Prerequisite:* Sp. Comm. 11 and consent of the instructor.

13. Readings in Speech Communication. **1-3 hrs.**
Junior or senior students may research special topics in speech communication with the direction of a faculty member in the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisites:* A grade point average of at least 3.0 in a minimum of 15 hours taken in Speech Communication is desirable.

14. Seminar in Public Address. **3 hrs.**
A seminar designed to study Greek, Roman, British, Indian and American rhetorical criticism. The student will learn the fundamental principles of rhetorical criticism and, through discussion and oral reports, will use these tools in analyzing historical rhetoric and in improving his own speech-making. *Prerequisite:* Sp. Comm. 8.

15. Fundamentals of Radio and Television Production. **3 hrs.**
An introduction to basic in-studio technique in both radio and television. The student will be required to master use of equipment and fundamental production techniques in both areas and perform projects.

16. Introduction to Broadcasting. **3 hrs.**
The historical development of broadcasting including the early years of experimentation, the establishment of broadcasting as a public service, growth of governmental and social controls, basic communications laws, the emergence of the concept of mass communication, and consideration and criticism of the effects of the mass media on our present society.

Dramatic Arts

Courses and co-curricular activities offered in dramatic arts are designed to provide experiences in all aspects of theatre and oral interpretation. Through these experiences can evolve an understanding and appreciation for total theatre. Students majoring in the department will be provided a broad background on which to base specialized graduate or professional study, to prepare for teaching in the public schools, or to direct community and organizational theatre activities. Courses and activities are open to all students who wish to nurture their appreciation for the aesthetic in theatre, and/or seek knowledge and skills applicable to education, religious, and service-oriented occupations and a vocational involvement in community theatre.

Requirement for Dramatic Arts major:

27 semester hours, including 2, 3, 4, 5, 10, 11, 14 or 15, 16, 18, and Speech Communication 3; major responsibilities in at least four full-length West Virginia Wesleyan College Theatre productions; demonstration of required competencies. (Speech Communication 4 and English 19, 20 may be credited toward a major.)

Requirement for Dramatic Arts minor:

15 semester hours, including 2, 3, 5, 10 and 11 or 12, 14 or 15; major responsibilities in at least two full-length West Virginia Wesleyan College Theatre productions.

1. Theatre Practicum. 1 hr.
Intensive practice in the various aspects of theatre production: acting, designing, building and painting scenery and properties; lighting design and execution; costume design and construction; make-up design and application; box office and promotion procedures; children's theatre; technical direction; and stage or theatre management. The student may accomplish his goals through active commitment to West Virginia Wesleyan College Theatre or Reader's Theatre productions or through practicum arranged with a departmental faculty member. *Prerequisite:* Consent of the director or technical director of theatre. *May be repeated eight times for credit.*

2. Introduction to Drama. 2 hrs.
An introduction to dramatic action, form, structure, and style through the reading, analysis and discussion of various types of plays from significant periods in the history of drama in the western world. *Required of all students planning to take courses in design, acting, directing, or dramatic literature.*

3. Introduction to Theatre. 2 hrs.
An introduction to the production of play scripts for audiences. Readings, discussions and laboratory experiences in staging techniques and contemporary trends in design, construction, lighting, acting and directing. Theatre organization and production responsibilities will be stressed.

4. History of Dramatic Arts. 3 hrs.
A study in-depth designed to develop the student's awareness of the various ways dramas have been presented through a study of the great periods of theatre. *Prerequisite:* Dram. Arts 2 and 3 or permission of the instructor.

5. Design for the Stage. 3 hrs.
A survey of theatre production theories and techniques. The course includes problems with costumes, make-up, lighting, sound, scenery, properties, theatre management and theatre architecture. *Prerequisites:* Dram. Arts 2 and 3 or consent of the instructor.

6. Scene Design. 2 hrs.
A combined lecture and laboratory course in contemporary theatre methods of scene design, painting, and properties. (Aimed toward the serious theatre student working to acquire a better understanding of technical theatre.) *Prerequisites:* Dram. Arts 2, 3, 5.

7. Lighting. 2 hrs.
A course dealing with the basic techniques of lighting for the stage. This is designed to help students acquire a competence in creating workable lighting effects for school, church, and community theatres. *Prerequisites:* Dram. Arts 2, 3, 5.

8. Stage Costuming. **2 hrs.**
Experience in the research, design, and construction of costumes for the stage. The use of color and materials in relationship to costumes will be stressed. *Prerequisites:* Dram. Arts 2, 3, 5.

9. Stage Make-up. **1 hr.**
An investigation of the principles, techniques, and materials of stage make-up and practical experience in their application.

10. Acting I. **2 hrs.**
A combined lecture and studio course concerned with the problems of acting in relation to the theatre and actual life experience. Emphasis will be on developing relaxation, concentration, imagination and stage movement through basic exercises and improvisation. *Prerequisite:* Dram. Arts 2 or consent of the instructor.

11. Acting II. **2 hrs.**
Continuation of Acting I with emphasis on character analysis and creation and developing empathic and comic technique. *Prerequisites:* Dram. Arts 10 and consent of the faculty of the department.

12. Oral Interpretation. **3 hrs.**
A course providing training for the student in the techniques of dramatic reading and reader's theatre, and supporting his creativity in the planning and presentation of programs of a dramatic nature.

13. Oral Interpretation, Independent Study. **1 hr.**
An extension of Oral Interpretation. A course, by private instruction, designed to assist the student in the planning and presentation of a dramatic program. *Prerequisites:* Dram. Arts 12 and consent of the instructor.

14. Premodern Drama. **3 hrs.**
A study designed to acquaint the student with the world's outstanding works of drama (excluding Shakespeare and modern) in the light of their times. *Prerequisite:* Dram. Arts 2 or consent of the instructor.

15. Modern Drama. **3 hrs.**
Concerned with exposing the student to outstanding dramas of the twentieth century in the context of the social, artistic, and philosophical currents of the age. *Prerequisite:* Dram. Arts 2 or consent of the instructor.

16. Directing. **3 hrs.**
Study and experience in the director's functions in staging and producing plays for schools, churches, and other community organizations. Through exercises in stage composition, movement, business, tempo and rhythm, and style, the student prepares for his final project: directing a one-act play or assisting the direction of full-length play. *Prerequisites:* Dram. Arts 2, 3, 5, 10 and 11, or consent of the instructor.

17. Readings in Dramatic Arts. **1-3 hrs.**
Junior or senior students may research special topics in dramatic arts with the direction of a faculty member in the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisites:* A grade point average of at least 3.0 and a minimum of 18 hours taken in Dramatic Arts is desirable.

18. Seminar in Dramatic Arts. **3 hrs.**
Studies will include research in dramatic criticism and special topics in dramatic arts not incorporated in regular course offerings. *Prerequisite:* A minimum of 20 hours in Dramatic Arts or consent of the instructor.

Speech Communications and Dramatic Arts

The combined speech communication and dramatic arts major is offered for students seeking certification for public school teaching or for those who do not choose to specialize at the undergraduate level. Students planning to teach oral communication and dramatic arts in the public schools should counsel with the department chairman in order to plan the fulfillment of all certification and competency requirements.

Requirement for Major:

30 semester hours including Sp. Comm. 3, 7, 8; Dram. Arts 2, 3, 10 and 11 or 12, 14 or 15; Sp. Comm. 14 or Dram. Arts 18; at least four semesters of participation in intercollegiate forensics, WVWC-FM Radio, and/or West Virginia Wesleyan College Theatre; demonstration of required competencies.

Register

Administrative Officers and Staff 1978-1980

ACADEMIC AFFAIRS, Vice President for, and
Dean of the College ..... *William H. Capitan*
Administrative Secretary ..... *Kay Tenney*

ACADEMIC COUNSELING, CAREER DEVELOPMENT AND PLACEMENT, and assistant
to the Vice President for Academic Affairs ..... *Judith K. Siewert*

ADMINISTRATIVE AFFAIRS, Vice President for ..... *Patton L. Nickell, Jr.*
Administrative Secretary ..... *Maggie Freed*

ADMISSIONS, Director of ..... *Wenrich H. Green*
Office Manager ..... *Alice J. Leigh*
Counselor ..... *Joseph Murray*
Counselor ..... *John A. Lhota*
Counselor ..... *Anne Jane Gray*
Counselor ..... *Andrew D. Prochaska*
Counselor ..... *Annette T. Schmeling*

ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM
Coordinator of ..... *Herbert E. Stotts*
Assistant Coordinator ..... *Mae L. McClinton*
Administrative Secretary ..... *Wanda Donahue*

ALTERNATIVE EDUCATION PROGRAM ..... *Keith P. Burns*

ALUMNI AFFAIRS, Director of ..... *Peter B. Shultzabarger*

ATHLETICS, Director of ..... *Samuel M. Ross*
Administrative Secretary ..... *Janet Crites*

AUDIO-VISUAL CENTER, Director of ..... *Francis W. Hughes*
Senior Technician ..... *Arnold W. Sayre*

BOOKSTORE, Co-Managers of ..... *Lee Snyder and Arletta Mick*

BROADCASTING, Director of
Subsidiary Communications Authority ..... *Ronald E. Roth*

BURSAR ..... *Gerald V. Steed*

CAMPUS CENTER, Director of ..... *Robert N. Skinner*

COLLEGE RELATIONS, Director of ..... *Herbert L. Sharp*

COMPTROLLER ..... *David C. Fleenor*
Administrative Secretary ..... *Margie Riggs*

COMPUTER CENTER, Director of ..... *Ronald H. Klausewitz*

CUSTODIAL SERVICES AND GROUND CARE, Director of ..... *Clyde Stonestreet*
Custodial Supervisor ..... *James E. Farnsworth*
Grounds Superintendent ..... *D. Junior Jeffries*

DEPARTMENT OF EDUCATION, Administrative Secretary ..... *Mary Click*

DEPARTMENT OF NURSING, Administrative Secretary ..... *Dolores Harper*

FINANCIAL AID, Director ..... *Raymond W. Kiser*
Financial Aid Officer ..... *Sue Gould*
Coordinator of Student Employment ..... *Shirley Perry*

LATIN AMERICAN STUDIES, Director of ..... *Fredrick A. Peterson*

LEARNING CENTER, Director of ..... *Phyllis Coston*
Assistant ..... *Jerri Carpenter*

LIBRARY
Librarian ..... *Keith P. Burns*
Cataloger ..... *Judith R. Martin*
Reference, Head of ..... *Benjamin Crutchfield, Jr.*
Reference Librarian ..... *Ferenc F. Androczi*
Assistant Librarian in Reference ..... *Jacqueline Colson*
Assistant Librarian in Cataloging ..... *Shirley Burns*
Assistant in Periodicals ..... *Margaret Balli*
Assistant in Acquisitions ..... *Marjorie Miles*
Supervisor in Circulations & Reserve ..... *Lucille Bowers*
Assistant in Circulations (Part-time) ..... *Jolanda Holmes*

MANAGEMENT INFORMATION SYSTEM, Director of ..... *Herbert E. Stotts*
Program Planner ..... *Philip Loftis*

NURSE, Director of Health Center ..... *Patricia Strader, R. N.*

PARISH MINISTRY, Director of ..... *Marvin H. Carr III*

PERSONNEL, Coordinator ..... *Kay Carpenter*

PHYSICAL PLANT, Acting Director of ..... *Hugh Radcliff*

PHYSICIAN ..... *Robert L. Chamberlain, M. D.*

PHYSICIAN ..... *Jeanie Wiest, M. D.*

PRESIDENT OF THE COLLEGE ..... *Fred E. Harris*
Assistant to President ..... *Carleton McKita*
Administrative Assistant ..... *Wilma Bizaro*

PSYCHOLOGIST, Staff ..... *Ruth Ann Calef*

PUBLIC INFORMATION, Director of ..... *Betty H. Van Kirk*

PURCHASING, Director of ..... *William B. Hicks, Jr.*
REGISTRAR and ASSOCIATE DEAN of the College ..... *Kenneth B. Welliver*
Assistant ..... *Linda Winspear*
SAFETY, Director of ..... *Gerald H. Phillips*
SERVICE CENTER, Director of ..... *Howard Hiner*
STUDENTS, Dean of ..... *Lon S. Vickers*
SUMMER SCHOOL, JANUARY TERM AND CONTRACT LEARNING, Director of ..... *Kenneth B. Welliver*
TREASURER (Acting) ..... *Patton L. Nickell, Jr.*
VETERANS' COORDINATOR ..... *Sue Gould*

Board Of Trustees

Officers
HUGH A. LATIMER, Chairman
MELVIN S. RISINGER, Vice Chairman, Council on Student Affairs
THOROLD S. FUNK, Vice Chairman, Council on Financial Affairs
JAMES H. WALKER, Vice Chairman, Council on Academic Affairs
ROBERT A. CHANDLER, Secretary

Members Ex Officio
D. FREDERICK WERTZ, Resident Bishop of the West Virginia Area
ROY C. NICHOLS, Resident Bishop of the Pittsburgh Area
FRED E. HARRIS, President

Members Elect

Terms Expire 1979
H. PAT ALBRIGHT, Pittsburgh, Pa.
LAWRENCE F. BLACKBURN, Greensburg, Pa.
MRS. ROSS CULPEPPER, Charleston
DOUGLAS D. DANFORTH, Pittsburgh, Pa.
WILLIAM E. DAUGHERTY, Delmont, Pa.
J. ROBERT FLETCHER, Huntington
WILLIAM B. GROVE, Bethel Park, Pa.
R. TALMAGE MALLORY, Charleston
JAMES H. WALKER, Charleston
F. EMERSON WOOD, Huntington

Terms Expire 1980
RAMSEY BRIDGES, Charleston
NORMAN BUTLER, Fairmont
ROBERT A. CHANDLER, Weston
CHARLES GODWIN, Bluefield
MRS. JAMES R. WELSHONCE, Elkins
FRANK E. WILLIAMS, JR., Buckhannon
WILLIAM A. YOUNG, Buckhannon

Terms Expire 1981
E. DAVID DuBOIS, Wheeling
GARRETT H. EVANS, Huntington
ROSS M. EVANS, Beckley
THOROLD S. FUNK, Charleston
JAMES R. THOMAS II, Charleston

Terms Expire 1982
ANDREW L. BLAIR, Charleston
H. M. CUMMINGS, JR., Huntington
JOSEPH DeBARDI, Clarksburg
ROBERT E. DILLE, Charleston
J. CLAIR JARVIS, Charleston
HUGH A. LATIMER, Chicago, Ill.
MELVIN S. RISINGER, St. Albans
JOHN H. HODGE, Bridgeport
SUZAN E. BLY, Winston-Salem, N.C.

Emeriti

L.W. Boley
W. Sproule Boyd
A.D. Coppinger
C.G. Eastwood
Fred G. Holloway
Myron B. Hymes, Sr.
Howard W. Jamison
Ross Linger
Charles W. Paskel
W.S. Patterson
Okey L. Patteson
D.C. Pickens
G.I. Rohrbough
Frank L. Shaffer, Sr.
Mrs. Victor Shaw
Glen W. Stewart
Mrs. Aquilla T. Ward
Adolph P. Weaver

The Faculty 1978-80

WILLIAM H. CAPITAN, *Vice President for Academic Affairs and Dean of the College*. B.A., University of Michigan; M.A., University of Minnesota; Ph.D., University of Minnesota.

Eugene R. Anderson, *Assistant Professor of Mathematics* (1976). B.S., Marietta College; M.A., Miami University; M.A., Ph.D., University of Wisconsin-Madison.

Ferenc F. Androczi, *Associate Professor of Library Science and Reference Librarian* (1970). M.L.S., Syracuse University; Ph.D., Budapest.

Pamela M. Balch, *Assistant Professor of Education* (1978). B.S., West Virginia Wesleyan College; M.Ed., Ed.D., West Virginia University.

Arminta T. Baldwin, *Associate Professor of English* (1966). A.B., Glenville State College; M.A., West Virginia University.

Franck Bayard, *Professor of Economics* (1967). Baccalaureate, Lycee Petion, Haiti; L.L.B., University of Haiti; M.A., Howard University.

J. Peter Bercovitz, *Professor of Religion* (1965). B.A., Occidental College; B.D., San Francisco Theological Seminary; Ph.D., University of Edinburgh.

Frank D. Berisford, *Associate Professor of Business Administration* (1971). A.B., Marshall University; M.B.A., Wharton School, University of Pennsylvania.

Michael L. Berry, *Associate Professor of Mathematics* (1966). B.S., West Virginia Institute of Technology; M.A., Pennsylvania State University.

Robert S. Braine, *Associate Professor of Health and Physical Education and Assistant Football Coach and Track Coach* (1969). B.S., Lockhaven State College; M.A.T., University of North Carolina; Ph.D., West Virginia University.

Howard H. Bright, *Professor of Sociology and Anthropology* (1967). B.S., University of Pittsburgh; S.T.B., Th.D., Boston University.

Jane C. Bryant, *Instructor of Nursing* (1976). B.S.N., Alderson-Broaddus College.

John P. Burgess, *Associate Professor of Education* (1971). B.S., Purdue University; M.A., Ball State University; M.A.T., Miami University; Ed.D., Ball State University.

Keith P. Burns, *Associate Professor of Library Science, Head Librarian and Director of Alternative Education Program* (1971). B.M.E., Texas Wesleyan College; M.L.S., North Texas State University.

Richard S. Calef, *Associate Professor of Psychology* (1970). B.A., Bridgeport University; M.A., Ph.D., Southern Illinois University.

Ruth A. Calef, *Associate Professor of Psychology and Staff Psychologist* (1971). B.A., North Central College; M.A., Ph.D., Southern Illinois University.

Margaret C. Campbell, *Instructor of Nursing* (1976). B.S.N. Alderson-Broaddus College.

William H. Capitan, *Professor of Philosophy, Vice President for Academic Affairs and Dean of the College* (1974). B.A., University of Michigan; M.A., Ph.D., University of Minnesota.

Ernest Capstack, Jr., *Professor of Chemistry* (1964). B.S., Massachusetts Institute of Technology; M.S., University of Rhode Island; Ph.D., Brown University. Sabbatical Spring Semester 1978-79.

Kent H. Carpenter, *Assistant Professor of Health and Physical Education and Head Football Coach* (1969). B.A., West Virginia Wesleyan College; M.Ed., Ohio University.

Marvin H. Carr III, *Assistant Professor of Christian Education and Director of Parish Ministry* (1974). B.S., West Virginia University; B.D., Duke Divinity School; M.A., West Virginia University; S.T.M., Union Theological Seminary.

Richard C. Clemens, *Assistant Professor of Business Administration* (1977). B.B.A., Ohio University; M.B.A., Bowling Green State University.

Carl M. Colson, *Associate Professor of Biology* (1969). B.S., University of Nebraska; Ph.D., University of Florida.

Ralph B. Cook, *Associate Professor of Art* (1975). B.S., University of Cincinnati; M.Ed., Miami University; Ph.D., Ohio State University.

Herbert R. Coston, Jr., *Professor of History* (1962). B.A., University of Florida; B.D., Garrett Theological Seminary; M.A., Ph.D., Northwestern University.

Phyllis E. Coston, *Associate Professor of Education* (1963). A.B., West Virginia Wesleyan College; M.A., Northwestern University.

Robert S. Craig, *Professor of Business Administration* (1961). A.B., Davis and Elkins College; M.Ed., University of Delaware.

Patricia Craven, *Assistant Professor of Nursing* (1971). B.S., Alderson-Broaddus College; M.N., University of Pittsburgh.

Benjamin F. Crutchfield, *Assistant Professor of Library Science and Head of Reference Department* (1969). B.A., M.L.S., University of North Carolina.

Roy W. Curry, *Professor of History* (1966). A.B., Marshall College; M.A., West Virginia University; Ph.D., Duke University.

William F. Curry, *Assistant Professor of Government* (1977). B.A., Boston University; M.A., West Virginia University.

James H. S. Davis, *Assistant Professor of Business Administration* (1977). B.B.A., M.B.A., Marshall University.

Caroline L. Dees, *Associate Professor of Music* (1969). A.B., Tift College; M.M., University of Kentucky.

Glenndale M. DeFoe, *Associate Professor of English* (1975). B.S., M.A., Oklahoma State University; Ph.D., University of Denver.

Florence E. Elliott, *Professor of Nursing* (1976). A.A., Sullins College; B.S.N.Ed., University of Virginia; M.A., Columbia University.

Franklin C. Ellis, *Professor of Physical Education and Coach of Baseball* (1950). B.S., West Virginia Wesleyan College; M.A., West Virginia University.

Sister Mona Farthing, *Assistant Professor of Nursing* (1976). B.S.N., M.S.N., The Catholic University of America.

Marjorie A. Field, *Assistant Professor of French* (1969). B.A., Hood College; M.A., Middlebury College.

Carl D. Flaningam, *Assistant Professor of Speech and Dramatic Arts* (1977). B.A., Butler University; M.A., Ohio State University; Ph.D., Purdue University.

Linda D. Gamble, *Assistant Professor of Music* (1974). B.Mus., M.Mus., D.M.A., West Virginia University.

Joseph F. Glencoe, Jr., *Associate Professor of Biology* (1966). A.B., M.S., West Virginia University.

Doris S. Godsey, *Associate Professor of Nursing* (1971). B.S., Indiana State University; M.S., University of Maryland.

Wenrich H. Green, *Director of Admissions and Associate Professor of Education* (1977). A.B., Lycoming College; M.S., Pennsylvania State University.

Katharine B. Gregg, *Assistant Professor of Biology* (1976). B.A., Emory University; Ph.D., University of Miami.

Anthony Gum, *Associate Professor of Business Administration* (1969). A.B., Glenville State College; M.A., Marshall University.

Thaddeus J. Gurdak, *Assistant Professor of Religion* (1976). B.A., M.A., St. John's University; Ph.D., University of Wisconsin.

Kathryn A. Haas, *Instructor of Physical Education and Director of Women's Intramurals* (1978). B.A., Marshall University; M.A., Ohio State University.

Lillian J. S. Halverson, *Associate Professor of Home Economics* (1970). B.S., M.S., Stout State University.

Stuart F. Hammel, *Assistant Professor of Speech Communication and Dramatic Arts* (1976). B.A., Pennsylvania State University; M.A., University of Missouri.

Allen T. Hamner, *Associate Professor of Chemistry* (1969). *Instructor of German* (1973). B.S. West Virginia Wesleyan College; Ph.D., Cornell University.

Gary F. Hess, *Assistant Professor of Psychology and Head Basketball Coach* (1974). B.S., West Virginia Wesleyan College; M.Ed., West Chester State College.

Paul R. Hickman, *Professor of Earth Science* (1958). B.S., Ohio State University; M.S., West Virginia University.

Annette R. Hiedemann, *Professor of Psychology* (1968). B.A., University of California; Ph.D., Leopold-Franzens Universitat, Innsbruck, Austria. Sabbatical 1978-79.

David K. Hill, *Assistant Professor of Philosophy* (1973). B.A., University of Kansas; M.A., Ph.D., University of Chicago.

Lonnie J. Hinkle, *Assistant Professor of Education* (1978). B.A., West Virginia Wesleyan College; M.Ed., University of Pittsburgh; D.Ed., George Washington University.

Homer E. Holloway, *Professor of Chemistry* (1961). B.S., M.S., University of Akron; Ph.D., Louisiana State University.

Arthur B. Holmes, *Associate Professor of Religion* (1970). B.S. Stetson University; B.D., Emory University; Ph.D., Drew University.

Philip S. Honsinger, *Assistant Professor of Mathematics and Computer Science* (1978). B.A., Northeastern University; M.S., Ph.D., Ohio University.

Caroline M. Hornor, *Assistant Professor of Health and Physical Education and Basketball and Field Hockey Coach* (1974). B.S., Ursinus College; M.S., West Virginia University.

Francis W. Hughes, *Assistant Professor of Education and Director of the Audio-Visual Media Center* (1969). B.A. Salem College; M.S., Indiana University.

Robert L. Hunt, *Associate Professor of History* (1959). B.A., Alderson-Broaddus College; M.A., Marshall University.

Ellis Ivey II, *Professor of Education* (1971). B.A., University of Texas; M.A., Texas A & I University; Ed.D., North Texas State University. AIDP Leave 1978-79.

Nancy Jackson, *Associate Professor of Nursing* (1977). B.S., Boston University; M.N.Ed., University of Pittsburgh.

Vera Kauffman, *Associate Professor of Nursing* (1977). B.S., Eastern Mennonite College; M.Ed., University of Pennsylvania.

Bernard F. Keating, *Assistant Professor of Philosophy* (1977). B.A., College of William and Mary; M.A., Ph.D., University of Virginia.

R. Gary Kendrick, *Assistant Professor of Music* (1977). B.Mus., B.M.E., VanderCook College; M.M., Ph.D., University of Michigan.

Ronald H. Klausewitz, *Assistant Professor of Mathematics and Director of the Computer Center* (1974). B.S., M.S., University of South Florida.

Volkmar Lauber, *Assistant Professor of Government* (1977). LL.D., University of Vienna; LL.M., Harvard Law School; Ph.D., University of North Carolina.

Bobby H. Loftis, *Professor of Music* (1959). B.M., Shenandoah Conservatory of Music; M.M., Florida State University; Ph.D., West Virginia University.

William E. Mallory, *Associate Professor of English* (1969). B.A., The American University; M.A., University of Washington.

Sue Marks, *Assistant Professor of Education* (1977). B.A., University of Michigan: M.A., Michigan State University; Ed.D., Indiana University.

Benjamin F. Martin, *Assistant Professor of History* (1975). A.B., Davidson College; Ph.D., University of North Carolina.

Judith Martin, *Assistant Professor of Library Science and Cataloger* (1976). B.A., Wheeling College; M.A., M.S.L.S., University of North Carolina.

Thomas R. Martin, *Assistant Professor of Physical Education and Head Soccer Coach* (1978). B.A., Davis and Elkins College; M.S., Ed.D., West Virginia University.

Paul E. McArdle, *Associate Professor of Education* (1975). B.A., University of Dallas; M.Ed., North Texas State University; Ed.D., University of Mississippi.

Rodger J. McCormick, *Assistant Professor of Biology* (1977). B.S., Shippensburg State College, M.S., University of Maryland; D.Ed., Pennsylvania State University.

Jean McEldowney, *Instructor of Nursing* (1977). B.S., Alderson-Broaddus College.

Earl R. McHewitt, *Associate Professor of Psychology* (1978). B.A., Marshall University; M.A., Ph.D., Southern Illinois University.

Judith A. McKinney, *Instructor of Nursing* (1977). B.S., West Virginia Wesleyan College.

David A. Milburn, *Associate Professor of Music* (1966). B.M., M.M., West Virginia University.

Barbara Miles, *Instructor of Nursing* (1978). B.S., West Virginia Wesleyan College.

Charles E. Miller, *Assistant Professor of Education* (1977). B.A., West Virginia Wesleyan College; M.A., West Virginia University.

Sybil C. Miller, *Assistant Professor of Home Economics* (1969). B.S., Concord College; M.S., West Virginia University.

Joseph B. Mow, *Professor of Philosophy* (1963). B.A., Manchester College; B.D., Ph.D., University of Chicago.

James K. Myers, *Associate Professor of Health and Physical Education and Golf Coach* (1963). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Kumaran R. Nair, *Associate Professor of Economics* (1969). B.A., M.A., Kerala University, India.

Darryl A. Newberger, *Assistant Professor of Education* (1977). B.A., Kansas Wesleyan University; M.S., Queens College; Ed.D., University of Houston.

Patton L. Nickell, *Associate Professor of Education and Vice President for Administrative Affairs and Acting Treasurer* (1963). B.S., West Virginia Wesleyan College; M.A., Marshall University.

Betty J. Norvell, *Professor of Speech and Dramatic Arts* (1957). A.B., Greensboro College; M.A., Ohio University.

Robert J. O'Brien, *Associate Professor of English* (1971). B.A., Louisiana State University; M.A., Ph.D., University of Iowa.

William B. Oldaker, *Associate Professor of Art* (1970). B.A., West Virginia Wesleyan College; M.A., American University.

Larry R. Parsons, *Associate Professor of Music* (1968). B.A., Kansas Wesleyan University; M.S.M., Southern Methodist University; D.M.A University of Illinois.

Fredrick A. Peterson, *Professor of Anthropology and Director of the Center for Latin American Studies* (1964). B.A., M.A., Mexico City College.

Bonnie J. Piper, *Instructor of Nursing* (1977). B.S., West Virginia Wesleyan College.

Edward H. Piper, *Associate Professor of Psychology* (1971). A.B., College of Wooster; M.A., Ph.D., University of Chicago.

Charles I. Presar, *Associate Professor of Speech and Dramatic Arts* (1967). B.A., Heidelberg College; M.A., Northwestern University.

Sandra E. Presar, *Assistant Professor of Speech and Dramatic Arts (pt)* (1968). B.S., M.A., Bowling Green State University.

Patricia M. J. Purcell, *Assistant Professor of Nursing* (1978). B.S., University of Southampton; M.S., University of London.

Larry A. Reed, *Instructor of Speech and Dramatic Arts* (1977). B.A., West Virginia Wesleyan College; M.A., West Virginia University.

G. Paul Richter, *Associate Professor of Chemistry* (1965). B.A., Grinnell College; Ph.D., University of Minnesota.

Samuel M. Ross, *Associate Professor of Health and Physical Education and Director of Athletics* (1956). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Dean H. Ruhlow, *Professor of Business Administration* (1959). B.S., West Virginia Wesleyan College; M.A., University of Nebraska.

John K. Saunders, *Assistant Professor of English* (1978). B.A., M.A., Oklahoma State University; Ph.D., State University of New York at Stony Brook.

Robert E. Shafer, *Professor of Music* (1951). B.M., B.M.E., M.M., Northwestern University.

David F. Sharpe, *Assistant Professor of History* (1968). B.A., Wheeling College; M.A., University of Scranton. Sabbatical Spring Semester 1978-79.

Judith Siewert, *Assistant Professor of Education, Director of Academic Advising, Counseling and Placement and Assistant to the Vice President for Academic Affairs* (1975). B.S., M.S., University of Nebraska; Ed.D., University of South Dakota.

June Rose Simmons, *Assistant Professor of Home Economics* (1974). B.S., M.S., West Virginia University.

James R. Smith, *Associate Professor of Health and Physical Education and Director of Intramural Activities* (1968). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Ju Kuei Sun, *Associate Professor of Physics* (1963). B.S., National Northwestern University, China; M.S., Virginia Polytechnic Institute.

Ian M. Taplin, *Assistant Professor of Sociology* (1977). B.A., University of York; M.Phil., University of Leicester, England.

Helen Ten Brink, *Associate Professor of Nursing* (1978). B.S.N. PHN, University of Michigan; M.P.H., University of North Carolina.

Michael H. Thiedeman, *Associate Professor of Art* (1971). B.A., Rollins College; M.F.A., Florida State University. Sabbatical 1978-79.

Stephen D. Tinelli, *Associate Professor of Art* (1961). B.S., Lamar State College of Technology; M.A., Columbia University.

Patricia Tracewell, *Assistant Professor of Health and Physical Education and Cheerleading Coach* (1970). B.S., M.S., West Virginia University.

Helen R. Trusch, *Associate Professor of Nursing* (1973). A.B., Duke University; R.N., Bellevue Hospital School of Nursing, New York City; M.P.H., University of California.

Lon S. Vickers, *Assistant Professor of Psychology and Dean of Students* (1976). B.A., University of New Mexico; M.A., Ph.D., University of Northern Colorado.

Robert J. Wallace, *Associate Professor of Business Administration (pt)* (1960). A.B., J.D., West Virginia University.

Margaret I. Walls, *Professor of Home Economics* (1960). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

John R. Warner, Jr., *Associate Professor of Sociology* (1970). B.A., Baker University; S.T.B., Ph.D., Boston University.

Elizabeth M. Weimer, *Associate Professor of Biology* (1962). B.S., Bethany College; M.S., University of New Hampshire.

Kenneth B. Welliver, *Professor of Religion, Registrar and Associate Dean of the College* (1964). B.A., DePauw University; B.D., Yale Divinity School; M.A., Ph.D., Yale University.

C. Thayer White, *Associate Professor of Government (pt)* (1966). A.B., Southwestern University; M.A., George Washington University.

Joseph E. Wiest, *Associate Professor of Mathematics and Physics* (1973). B.S., Eastern Illinois University; M.S., Ph.D., University of Kentucky.

Esther G. Wilmoth, *Associate Professor of Education and Christian Education and Director of the Child Development Center* (1965). A.B., West Virginia Wesleyan College; M.A., Scarritt College.

David F. Wolfe, *Professor of Chemistry* (1965). B.S., West Virginia Wesleyan College; M.S., Ph.D., West Virginia University.

Ben E. Young, *Assistant Professor of Economics* (1975). B.B.A., University of Kansas; M.A., University of Missouri; Ph.D., University of Oklahoma.

EMERITI

CALVIN BUELL AGEY, *Professor of Music, Emeritus* (1946-1973). B.M., M.M., College of Music of Cincinnati; Ph.D., Florida State University.

LEWIS BATES CLARK, *Professor of Business Administration, Emeritus* (1952-1959). A.B., M.A., University of Maine; Ed.D., Rutgers University.

MARIAN McBRAIR DAVIS, *Professor of English, Emeritus* (1961-1978). A.B., Carroll College; A.M., Northwestern University; Ed.D., Columbia University.

SIDNEY THOMAS DAVIS, *Professor of Religion and Christian Education, Emeritus* (1947-1976). A.B., West Virginia Wesleyan College; S.T.B., Boston University; Ed.M., Ph.D., University of Pittsburgh.

MARGARET E. WELLS FOSTER, *Associate Professor of English, Emeritus* (1964). B.A., M.A., West Virginia University.

ALBIN R. GILBERT, *Professor of Psychology, Emeritus* (1963-1968). Ph.D., University of Prague.

ELIZABETH L. GILL, *Associate Professor of English, Emeritus* (1967-1977). B.S., Indiana State Teachers College; M.Ed., Indiana University of Pennsylvania.

ARTHUR BENJAMIN GOULD, *Professor of Chemistry, Emeritus* (1943-1967). B.S., West Virginia Wesleyan College; M.S., Ph.D., Cornell University.

RALPH GRIESER, *Associate Professor of Christian Education and Director of Town and Country Work, Emeritus* (1961-1973). A.B., Ohio Wesleyan University; M.Div., Yale Divinity School.

MARY B. HALLAM, *Associate Professor of Mathematics, Emeritus* (1965-1977). B.S., West Virginia Wesleyan College; M.A., Duke University.

WILLIAM A. HALLAM, *Professor of Mathematics, Emeritus* (1928-1973). B.S., Washington and Jefferson College; A.M., John Hopkins University; D.S., West Virginia Wesleyan College.

THORVALD W. JORGENSEN, *Associate Professor of Business Administration and Economics, Emeritus* (1965-1977). B.A., University of Utah; M.B.A., New York University.

ESTHER THOLIN McALLESTER, *Associate Professor of Home Economics, Emeritus* (1953-1968). A.B., North Central College; M.S., Cornell University.

HELEN STOCKERT MORGAN, *Associate Professor of Library Science and Librarian, Emeritus* (1946-1970). A.B., West Virginia Wesleyan College; B.S., Columbia University.

JUANITA BOWYER PARKER, *Professor of Business Administration and Economics, Emeritus* (1953-1973). B.S., West Virginia Institute of Technology; M.A., Marshall College.

DAVID ECHOLS REEMSNYDER, *Professor of Physical Education and Director of Athletics, Emeritus* (1935-1973). B.S., West Virginia Wesleyan College; A.M., Ohio State University; D.P.E., West Virginia Wesleyan College.

GEORGE BOWYER ROSSBACH, *Professor of Biology and Curator of the Herbarium, Emeritus* (1949-1976). B.S., A.M., Harvard University; Ph.D., Stanford University.

RALPH LAVERY SHATTUCK, *Associate Professor of Education, Emeritus* (1960-1969). A.B., Emerson College; M.Ed., University of Buffalo.

JOHN DAVID SHAVER, *Professor of Speech and Dramatic Arts, Emeritus* (1947-1968). B.S., Northeast Missouri State Teachers College; M.A., State University of Iowa.

HELEN L. STEALEY, *Associate Professor of Education and Christian Education and Director of Early Childhood Education, Emeritus* (1960-1978). A.B., West Virginia University; M.A., Duke University.

CECIL THAYER WHITE, *Associate Professor of Government, Emeritus* (1966-1973). A.B., Southwestern University; M.A., George Washington University.

NELLIE GERTRUDE WILSON, *Assistant Professor of Christian Education and Official College Hostess, Emeritus* (1943-1967). A.B., DePauw University.

List of Presidents

BENNETT W. HUTCHINSON, A.M., S.T.D., LL.D., 1890-1898
FRANK B. TROTTER, A.M., LL.D. (Acting), 1898
SIMON L. BOYERS, A.M., D.D., 1898-1900
JOHN WIER, A.M., D.D., 1900-1907
CARL G. DONEY, Ph.D., LL.D., 1907-1915
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1913-1914
WALLACE B. FLEMING, Ph.D., D.D., L.H.D., LL.D., 1915-1922
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1922-1923
ELMER GUY CUTSHALL, Ph.D., 1923-1925
THOMAS W. HAUGHT, A.M., Sc.D. (Acting), 1925-1926
HOMER E. WARK, Ph.D., LL.D., 1926-1931
ROY McCUSKEY, S.T.B., D.D., 1931-1941
WALLACE B. FLEMING, Ph.D., D.D., L.H.D., LL.D. (Acting), 1941-1942
JOSEPH WARREN BROYLES, Ph.D., D.D., 1942-1945
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D., (Acting), 1945-1946
WILLIAM JOHN SCARBOROUGH, Ph.D., LL.D., 1946-1956
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D. (Acting), 1956-1957
STANLEY HUBERT MARTIN, A.B., S.T.B., M.A., Ph.D., D.D., LL.D., 1957-1972
KENNETH M. PLUMMER, A.B., B.D., Ph.D. (Acting), 1971
RICHARD ALVIN CUNNINGHAM, B.S., M.Ed., Ed.D. (Acting), 1972-1973
JOHN DAVISON ROCKEFELLER IV, A.B., LL.D., L.H.D., D.P.S., 1973-1975
WILLIAM H. CAPITAN, B.A., M.A., Ph.D. (Acting), 1975-1976
RONALD EUGENE SLEETH, B.A., B.D., M.A., Ph.D., 1976-1977
FRED E. HARRIS, B.S., M.S., Ed.D., 1977-

List of Deans

FRANK B. TROTTER, LL.D., 1890-1907
WILLIAM A. HAGGERTY, Ph.D., 1907-1909
THOMAS W. HAUGHT, Sc.D., 1909-1929
OSCAR DOANE LAMBERT, Ph.D., 1929-1944
ARTHUR ALLEN SCHOOLCRAFT, Ph.D., LL.D., 1944-1959
ORLO STRUNK, JR., Ph.D., 1959-1968
NELSON M. HOFFMAN, JR., Ph.D., 1968-1970
RICHARD ALVIN CUNNINGHAM, Ed.D. (Acting), 1970-1971
KENNETH M. PLUMMER, Ph.D., 1971-1973
RICHARD ALVIN CUNNINGHAM, Ed.D. (Acting), 1973-1974
WILLIAM H. CAPITAN, Ph.D., 1974-

Index

A

Academic Advising . . . 41
Academic Warning . . 53
Academic Affairs . . . 7
Accelerated Program . 49
Accreditation 17
Administrative Officers and Staff 123
Admission by High School Transcript 19
Admission by Transfer . . . 20
Admission on Academic Probation 21
Advanced Placement by Testing 21
American Studies 58
Anthropology 115
Applied Arts and Sciences . 62
Art 63
Associate of Arts Degree . . 20
Auditing . . . . . 23 & 55
Automobiles 39

B

Biology 65
Board, Expenses of 24
Business Administration . . 67
Business Education 67

C

Chemistry 71
Chinese 100
Christian Education 72
College Calendar 4-5
Combination Degree Courses 45
Community Council 33
Computer Science 97
Contract Studies 50
Cooperative Education 50
Counseling Service 35
Courses Repeated 53
Courses, Withdrawal from . . 52
Credit by Examination 54
Credit for Educational Experiences in Armed Services 55
Credit for Professional Education 55

D

Dean's List 52
Degree, Application for 50
Degrees Awarded 48
Degrees and Requirements for Graduation 48
Degrees with Distinction . . 49
Disciplinary Procedures 39
Divisional courses offered . 57
Dramatic Arts 119

E

Economics 72
Education 74
Engineers, "Three-Two" course for 45
English 83
Examination, Make Up Fee . 24
Examination, Comprehensive 50
Examination, National Teacher 33
Expenses 23

F

Faculty 126
Fee, General 23
Fees, Other 93
Financial Affairs 94
Financial Aid 26
Food Service 37
Foresters, "Three-Two and One-Half" course for 46
French 99
German 100
Government 85
Grades and Quality Points . 52
Greek 115
Graduation, Requirements for 14
Grants-In-Aid 28

H

Health and Physical Education 86
Health Services 32
History 88
Home Economics 92
Honor Code 51
Honors and Awards 34
Honors Program 47
Housing 36
Housing, Expenses of 24
Human Services . . . . . 44 & 59
Humanities 57

I

Instruction, Cost of 24
Instructional Offerings . . . 23
Insurance 24
International Studies 59

J

January Term 25

L

Learning Center 35
Liberal Education Series . . . 33
Library Science 94
Loans 27-29
Majors Offered 42
Master's Degree 82
Mathematics 95
Medical Technologists, A "Three-Two" course 46
Merit Awards 28
Mine Management 70
Modern Languages 99
Music 101

N

Nurses, A Four-Year Course for 43
Nursing 106

O

Objectives, Wesleyan 13
Orientation 34

P

Payment, Terms of 25
Personal Life Styles 57
Personnel Services 34
Philosophy 108
Physical and Biological Sciences 24
Physical Education 86
Physical Science 109
Placement Service 35
Preregistration 16
Presidents, List of 131
Probation, Academic 53
Professional Programs 43
Psychology 111

R

Reading-Study Development Center 62
Refunds 25
Registration, Changes in . . . 51
Registration, Late 51
Registration, Time of 51
Regulations, Attendance . . . 52
Regulations, General College 87
Disciplinary Probation . . . 91
Places of Residence 89
Use of Cars 39
Religion 113

S

Scholarship Quotient 51
Scholarships and Student Aid 26
Scholarships, Freshman Honor 26
Scholarships, National United Methodist 27
Scholarships, West Virginia Methodist 27
Secretarial Science 70
Semester Hours 50
Social Sciences 58
Social Welfare 59
Sociology and Anthropology 115
Speech 117
Sports 32
Student Activities 33
Student Affairs and Campus Life 31
Student Load 52
Study Abroad 46
Summer School 4
Suspension and Withdrawal 53

T

Teacher Education 79
Testing Service 36
Transcripts, Charge for 24
Trustees, Board of 125

W

Withdrawal from Courses . . 52
Workship, Work Study 28

Y

Youth Services 61

THE LAWHEAD PRESS, INC.
ATHENS, OHIO

Buckhannon, West Virginia 26201

Cover photographs by Arnout Hyde, Jr.